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ABSTRACT

Essays and brief reports of college/corporate programs and efforts are collected in an effort to show the variety of possible kinds of cooperation. An introductory essay is entitled "What Every Corporate President Ought to Know About Every College President . . . and Vice Versa." These sections and examples follow: (1) Initiatives in Economic Understanding (business participation in new courses for liberal arts students, new courses for teachers and other professionals, curricular innovations, teaching aids, and endowed chairs and professorships); (2) The Business Executive Takes a New Role on Campus (faculty loan programs, visiting fellows and executives in residence, student-businessman dialogues, conferences and other meetings, endowed lectures and lecture series, programs for the visiting executive; (3) The Student Discovers the World of Business (career exploration and counseling, cooperative education, internships, other programs bringing the student into the business world, and programs in which students counsel business); (4) The Professor Encounters the Corporate World (fellowships and work opportunities in business, seminars and meetings, and the academic community as a corporate resource); (5) Business Helps Improve Campus Administration (executives as trustees, advisory committees and associate programs, cluster programs and others for specific needs); and (6) Business and Academic Work Together to Solve National and Local Problems (cooperative ventures, seminars and workshops, and research). A closing essay and a list of organizations with established programs are appended, and an index of organizations is included. (MSE)

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Interface

GROWING INITIATIVES BETWEEN THE CORPORATION AND THE CAMPUS TOWARD GREATER MUTUAL UNDERSTANDING

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The Council for Financial Aid to Education (CFAE), a nonprofit service organization, promotes in-increased voluntary support of higher education by all sources, but especially by the corporate community.

CFAE was founded in 1952 by five prominent business leaders, the chairmen of United States Steel, General Motors, Exxon, Container Corporation and Armstrong Cork. The chairmen were Irving S. Olds, Alfred P. Sloan, Jr., Frank W. Abrams, Walter P. Paepcke and Henning W. Prentis.

CFAE staff members call personally upon hundreds of top-echelon businessmen every year to explain the financial needs of higher education and to enlist corporate support in meeting them. CFAE also conducts seminars and offers counseling services for corporate and college administrators. It publishes an annual report on voluntary support received by colleges and universities, an annual report on corporate support of higher education, special studies in fields related to educational philanthropy, "How to . . ." manuals and other materials designed to broaden the base of educational support.

CFAE sponsors the nationwide public service advertising campaign, "Give to the college of your choice," through the Advertising Council. This campaign has elicited as much as $25 million worth of free time and space from the media in a single year.

CFAE itself neither solicits nor disburses funds for higher education. Originally funded by four major foundations—the Carnegie Corporation of New York, the Ford Foundation, the Rockefeller Foundation and the Alfred P. Sloan Foundation—CFAE now draws its support from more than 375 leading American corporations. In this, its twenty-fifth anniversary year, CFAE is calling for a national reaffirmation of the importance of higher education to the future of our country and a re-dedication to meeting more of the needs of our colleges and universities through voluntary support.

Council for Financial Aid to Education (CFAE)
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"When the annals of our time are recorded, it will most likely be found that the two greatest contributions of our time have been the U.S. university and the U.S. corporation: both mighty forces, both uniquely American. If these two forces can go forward together in understanding and cooperation, there is perhaps no problem beyond their joint power for resolution. If, however, they choose to go their separate ways, there is no solution of any problem affecting either that is likely to be long lasting."

Alfred P. Sloan, Jr. (1875-1966)*

*Chairman, General Motors Corporation, 1937-1956.
Founder of the Alfred P. Sloan Foundation, 1934.
Founder of the Sloan-Kettering Institute for Cancer Research, 1945
Co-founder of the Council for Financial Aid to Education, Inc., 1952, and of the Alfred P. Sloan School of Management at the Massachusetts Institute of Technology, 1950.

Chapter I.

What Every Corporate President Ought to Know About Every College President ...and Vice Versa

The truth is, they're both in the same boat.

Each feels that he is misunderstood and maligned by the other, and what's worse, by the general public as well. Neither knows quite what to do about this. So they both worry a lot.

The corporate president worries about the economic misconceptions of the general public. He puzzles over many of the things that are happening "out there" in the society at large. He is terribly concerned about society's lack of understanding of the role of the private corporation and by what he sees as creeping antiestablishment sentiment in academia. At the same time, he realizes that his role includes, but has extended well beyond, mere profitability. But how far it has extended is as yet uncertain, fuzzy and vague.

The college president harbors amazingly similar worries. He frets about the increasing lack of public understanding of the role of higher education in society. He is disturbed by the chorus of doubts about the purposes, function and values of a college education. He has nightmares over what appears to be a turning away from the humane values of a liberal arts education as his graduates find it increasingly difficult to get jobs.

Gallons of printer's ink and untold syllables of rhetoric have been showered over both sets of worries. These problems have been analyzed, dissected and anatomized in brochures and books, at conventions, seminars and conferences from coast to coast. But still the doubts, the misunderstandings, the suspicions persist.

What is needed is a catalyst: a catalyst to help business understand academia, to help academia understand business and to help the public understand both. Business and academia must realize that only through the development of a continuing, close and perceptive face-to-face relationship can the values and integrity of each become apparent to the other—and to society as a whole.

To quote again and paraphrase Alfred P. Sloan, Jr., "If these two forces can go foward together in understanding and cooperation, there is perhaps no problem beyond their joint power for resolution"—*including the achievement of public understanding.*

Both business and academia have been buffeted by violent changes in the public's acceptance of them. The leaders of higher education have found many of their traditional practices and procedures challenged, their scholarly programs questioned and their financial health impaired. The leaders of business have discovered that they can no longer rely exclusively on postulates inherited from the Age of Reason to rationalize their actions. These postulates are too hard and too materialistic for the public's taste today. As Frank T. Cary of IBM recently expressed it, "There has developed confusion between the goal of our political system—equality—(and) the goal of our economic system—efficiency."

Courtney C. Brown is the author of Chapter I. A director of leading American corporations, dean emeritus of the Graduate School of Business at Columbia University and one-time assistant to the chairman of Standard Oil of New Jersey (now Exxon), he speaks of the problems of campus and corporation with unique authority.

It will be no easy task to clarify this confusion, to reconcile the humanitarian expectations of an emerging society with the maintenance of the efficiency that has provided an almost magic abundance to Western civilization. A life career in business is unlikely to be adequate preparation for an appreciation of the societal adjustments that will be required. Similarly, a reflective and research-oriented career on the liberal arts campus offers little help to the scholar in comprehending the complexities of the action-filled schedule of the business leader. The scholar is involved with a judgment of the social, economic and political systems and the kind of people it creates. The businessman is concerned with the dynamic growth of the economy and with material well-being.

It is interesting to reflect on the root sources of this dichotomy. It undoubtedly derives in part from the two great traditions that have had the greatest effect on contemporary behavior. The first and older is the Judaeo-Christian tradition. The second is scientific rationalism, the fruit of the enlightenment that awakened the West with the appearance of the experimental method in science, the Age of Reason and the libertarianism of John Locke, Adam Smith and Herbert Spencer. These two great traditions give us very different guidelines for our behavior as individuals, for our relations to organizations and society at large, for our attitudes regarding the economy and even for the determination of ultimate truth.

Contrast the Judaeo-Christian dictum that all men are created equal, are their brother's keeper, motivated by compassion and good will, with the dictum of scientific rationalism that individualistic self-reliance associated with appraisal of performance by results will assure survival of the fittest.

Contrast the Judaeo-Christian emphasis on the authority of tradition, accompanied by continuing compliance based on consensus, with the fluid social structure created by scientific rationalism's teaching that continuous challenge of old methods and authorities is the major means for survival in a competitive world.

Even in matters more immediately related to the economy there is a difference in the inherited traditions. The Judaeo-Christian teaching would regard as appropriate the establishment of a price based on tradition and publicly believed to be fair; scientific rationalism would define as appropriate a price determined by competition in the market place. Debt is abhorred and interest proscribed by the one. By the other, debt is called credit and is the lifeblood of trade; and interest is just another equilibrating price in the balancing of savings and consumption.

Even the sources of essential truth stand in contrast in these great traditions. For the Judaeo-Christian, the wisdom of the ages represents an inherited truth interpreted by the artist or the poet. Scientific rationalism, on the other hand, would discard all assertions that cannot be verified as fact by objective observation of nature. In this tradition, methods and means tend to override the subjectively derived ends of the social philosopher.

This oversimplified and very much truncated recitation of the contrasting values of the two great traditions that most influence contemporary attitudes is designed to demonstrate only one thing. There is much to be done, both by business and by academia, to comprehend fully the forces that will shape these respective institutions in the years ahead. We have no clear vision of how to handle conservation, the environment, discrimination, global comity, or even the relations between government and the business and educational establishments.

This special study records the growing efforts by corporate and college presidents to bring their institutions together to try to solve their mutual problems and those of society.

Corporate presidents will discover here some of the many different ways their counterparts in higher education are working with their own institutions to dispel the misconceptions of business held by their students, their faculty and the general public. College presidents will read here ideas and programs that are helping their colleagues to acquaint students with the values, needs and rewards of unfettered enterprise and the private corporation—without in any way compromising academic integrity or diluting the humane values of the liberal arts curriculum.

Both will discover that although much has been accomplished, much yet remains to be done. There are still more potential programs than there is funding. There are still too many corporations, many in the *Fortune 1,000*, unhappily, who have not yet responded to these opportunities.

This is unfortunate. The need for understanding is too great to let any opportunity pass.

To tell the entire story of what has already been accomplished would fill several large volumes. But there is enough here to give the essence of what is happening—enough, we hope, to serve as a catalyst and inspire readers, both corporate and collegiate, to go and do likewise.

Chapter II.

Initiatives in Economic Understanding

Public-opinion polls in recent years show that a majority of the country's population has no clear understanding of the role of business in society. These polls suggest that misconceptions of basic business functions and a lack of knowledge of the free-enterprise system extend to the college campus as well as to society in general.

> **"College students today grossly overestimate the profits of business, grossly underestimate the share of all dollars going to labor and grossly underestimate the amount that corporations pay in federal taxes."**
>
> ***Pollster George Gallup***

Both the academic and business communities are working together today to raise the level of economic understanding. This chapter illustrates many of the areas in which they are cooperating to accomplish this.

1. Business Participation in New Courses for Liberal Arts Students

Arnold Bakers, Inc., at Marymount College

"You have just received word from the attorney for your late Uncle David that under his will you are his sole heir. Primarily, the estate consists of the ownership of all the stock in a wholesale bakery business which your uncle owned and operated in Summit, New Jersey, for the past thirty years. . . . The company has had gross sales for the past year of $70 million and earned a net after-tax income of $1,950,000."

Thus began a new course at Marymount College, a liberal arts college for women located in a New York City suburb. The course was created by Robert G. Fanelli, chairman of Arnold Bakers, Inc., with participation from a number of other Westchester and Fairfield County executives he recruited for their special knowledge of one or another area of business. They came from Pepperidge Farms, T.V. Bureau of Advertising, Continental Grain, J. H. Harvey; Fink, Duvernoy, Kasinoff Bakeries; U. S. Trucking, I.T.T. Continental Baking, Longines-Wittnauer and Arnold Bakers.

Each Tuesday night during the semester a new lecturer came to the college for his or her part of the course—manufacturing, technical services, marketing, advertising and market research, personnel and labor relations, public relations, purchasing, warehousing and physical distribution, legal and finance. The following Thursday he returned for a seminar on the material covered. The first week—an overview—and the last week—wrap-up--were taken by Mr. Fanelli. Coordination and details were handled by Dr. Vincent Kenny, a senior English professor at Marymount.

During these weeks the student was personally involved with the many decisions to be made as the new owner of her Uncle David's corporation. She became attuned to the operations of a business, the necessary elements for success, its complexities, the responsibilities of a chief executive, the choices to be weighed in decision making.

"The purpose of this course is to explore with you some basic business problems—in a setting of personal involvement; to give you an insight into corporate structure—to enlighten you in the areas of business practices and policies—to expose you to anti-trust laws—to broaden your knowledge of capital investment and expenditure and a reasonable return thereon—to instruct you in the areas of financial statements and, hopefully, to leave with you a growing impression that business is as basic and essential as it is challenging and complex—that it is conducted pursuant to established laws and regulations—that it is operated in the main by men of morality and good will—and that overall corporate profits are within reasonable and legitimate bounds."

Excerpt from the opening lecture of the Marymount College Decision-Making course

The course was highly successful. All except two of the executive professors returned in 1977 for a repeat of the course, and numerous other executives have requested their names be entered on a roster of executives for this course or for any other similar program. As Gordon Thomas, chief counsel for ITT Continental and one of the visiting professors, declared, "Business never had a more tarnished image. I believe this course that I have a small part in is the right way to change it. I hope you call on me many times in the future."

Students were similarly enthusiastic. A senior majoring in American Studies commented, "I entered this course reluctantly, or just to see if I could talk with someone about getting a job. But it wasn't like that at all. I never thought high-powered executives could be so human and friendly."

A story on the course by James J. Kilpatrick appeared in almost 400 newspapers, another in NATION'S BUSINESS in April 1976. Mr. Fanelli and Dr. Kenny have been invited to speak at meetings around the country as word of the course has spread.

As a result, Marymount College has established a Center for Communication Between the Business and Academic Worlds. The center will respond to inquiries about the course. It also plans to publish a periodical on similar activities throughout the country, issue a newsletter, cooperate in the design of new courses, sponsor conferences and workshops, implement reverse sabbaticals (a business executive-teacher on the campus, a teacher taking a job in business for one or two terms) and work closely with Marymount's Cooperative Education Program.

Dana Corporation

A visit by Rene McPherson, chairman of Dana Corporation, Toledo, Ohio, as a Woodrow Wilson visiting fellow to Rockford College, a liberal arts college in Illinois, was the beginning of an idea for a course on "The World of Work" offered during Interim 1976 (the month-long period between semesters for students to undertake special study projects and courses). The format, approved by Dana Corporation, covered three weeks.

The first week, on the Rockford campus, served as a general introduction to business, with lectures, discussions and reading materials designed to deal in a theoretical fashion with the several areas of business operation—organizational structure and decision-making process, financial operations, marketing, legal, international operations, personnel and so on. During the second week, the students and faculty traveled to Dana's headquarters in Toledo where they had a full schedule of meetings and discussions with the executives who were responsible for these areas. The final week, back in Rockford, was spent in review and evaluation, and included preparation of a short paper on some aspect of the topics considered during the previous weeks.

In their investigation of the basic issues and questions relating to the operations of Dana Corporation, the students examined the company's general organizational structure, the responsibilities and functions of its major subdivisions, the roles of its various committees and staffs. Their instructors were company executives, including the board

"We haven't had enough dialogue with education. None of us spend enough time in a situation like this, and it's important that we try to change that. By giving the students this type of insight, we hope to promote a better understanding of the role of business without the feeling on their part that it's just more propaganda."

Rene McPherson, Chairman Dana Corporation

chairman, the president and various other corporate and divisional heads.

Instruction was on an informal basis, with frequent interruptions for questions by Rockford students and faculty. Breaks between sessions, lunches and dinners proved to be most valuable in providing students with opportunities to meet various people associated with the company on a one-to-one basis. There was a general feeling that these informal sessions were most productive for learning about the company.

Total cost for the program—excluding the cost of the time of executives, faculty and administration—was less than $7,000, with Dana Corporation covering 75%, Rockford and the students (at $30 each) the remainder. Thirty-eight students and two faculty participated.

The success of the Rockford College interim short course led to its extension to eight colleges in January 1977. Fourteen faculty and 67 students participated. The first and third weeks of the 1977 program were held at Denison University in Ohio, the second week at Dana Corporation. Following the third week, during which the week's visit to the Dana Corporation was analyzed, discussed and summarized, the participants returned to their home campuses to write research papers on the project. All students received academic credit for the 1977 course. The colleges and universities that participated were Denison and Muskingum (in Ohio), Alfred and St. Lawrence (in New York), Mary Baldwin (Virginia), Augustana (South Dakota), Dana (Nebraska) and Memphis State (Tennessee).

The extended program was conducted under the auspices of the Woodrow Wilson National Fellowship Foundation, which selected the colleges to participate.

Illinois Bell Telephone Company

IBT has helped develop and teach courses on business in general and on regulated industry in particular at Elmhurst College, DePaul University and Lake Forest College. IBT executives served as teachers in areas where they had special expertise. At DePaul, 12 of the 17 classes had Bell System lecturers and discussion leaders. They included IBT's president, James E. Olson, whose lecture on "The Ethics of Profitability" was open to the entire college community and to the public as well; the vice president of public relations, who talked on social responsibilities of business corporations; and the supervisor of systems development, who spoke on human performance and computer information systems. The courses were an outgrowth of letters sent by officers and managers of IBT in 1972 to the colleges stressing the need for dialogue between the business and academic communities. Like Marymount's, these courses have been well attended by liberal arts students.

2. New Courses for Teachers and Other Professionals

Many businessmen feel that economic education begins at the grade-school level. They feel that teachers play a critical role and that too few have enough academic training in economics or practical business experience to convey adequately the intricacies and challenges of the world of business. It is for this reason that so many course innovations are directed to teaching the teachers. What takes place in the classroom today will have a profound impact on the American corporation tomorrow.

Elementary and secondary school teachers, on their side, are interested in taking additional courses to increase their competence. Graduate credits are needed for salary increases in many states, and many teachers find their knowledge of economics is sparse. Summer and evening courses are often popular with them for these reasons.

> **"The teachers were literally hungry to learn about our economy through a creditable, objective source such as the university. In fact, one year the teachers requested an extra session, and at that 4:30 p.m. session some stayed until 12:30 a.m. asking questions."**
>
> ***Professor Jon Udell, following a Wausau teachers seminar on "Business and Society" given by the University of Wisconsin***

Courses on American business are also increasingly being made available to writers, journalists, the clergy, legislators, lawyers and other professionals as well. With a deeper understanding of business and its role in society, journalists can provide better coverage of business news, legislators can give more intelligent consideration to laws affecting business, and judges will have a better understanding of the issues in cases where a corporation may be involved.

Continental Group, Inc.

Like many other business executives, the management at Continental Group (formerly the Continental Can Company) has often wished that high school teachers, journalists, legislators, community leaders and other molders of public opinion had a firmer grasp on the essentials of the American economic system and of the role of the private corporation in our society.

And, like many of their peers before them, they concluded that some sort of program that made it possible for businessmen to present their point of view to these people might be one good way to improve their understanding.

They realized that to be truly effective, the program would have to offer something more substantial to its prospective audience than a chance to have misconceptions corrected and understanding enlarged. And they knew that such a program would have to have continuity to be effective, because it takes more than one year to dispel ignorances that have been accumulating for generations.

To accomplish these objectives, they sat down and designed an economic education course that would provide graduate-level academic credit—to make it more attractive to their primary target, high school teachers—and that would be included in the regular graduate curriculum of colleges and universities on an ongoing basis—to provide continuity.

"We realize that America's school teachers are among the most important source of information about our economic system and how it does, or doesn't function. We believe that if teachers provide misinformation, the fault lies with those of us who are custodians of the system and with our failure to communicate the system's worth."

Director of Education and Community Relations, Continental Group

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The Continental Group started its program in the state of Virginia, because it has a large plant in Hopewell, Virginia. Working with Virginia State University and the Virginia State Board of Education, they developed a course that was approved for graduate credit by the board and made available in the state system as a graduate course in education.

In this, as in all subsequent courses, the final form of the program, and its operation, were under the control of the appropriate professor in the graduate school. But businessmen helped develop the direction, tenor and content of the course, and most important, business executives helped teach every session.

To make it even easier for teachers to take the course, the professor at Virginia State University agreed to offer it in Hopewell High School, from 3:30 to 5:30. Teachers could attend without leaving the building and be home in time for dinner. Subsequent courses in other states have followed a similar pattern, sometimes being alternately offered at the university and a high school in an important suburb.

The course combines theory with practice. At the beginning of each class, the professor presents an overview relevant to the subject. A typical course will have eleven sessions, with the following class topics: 1) Introduction: Economics and contemporary capitalism/government and the economy; 2) Corporate social responsibility/business-community relations; 3) Status and organization of the free enterprise system; 4) Labor relations/employee relations; personnel training and development; employee safety and health; 5) Research, development and engineering; 6) Marketing and advertising; 7) The manufacturing function; 8) Corporation finance; 9) The multinational corporation; 10) Industry and environmental protection; and 11) Summary and evaluation.

Following the professor's presentation, a corporate representative talks about his area of expertise, and a lengthy discussion period inevitably follows. An important responsibility of the sponsoring company is to line up the business executives who are to participate in the course. Most communities have a broad enough base of business people to handle the key subjects, and most executives are enthusiastic when approached.

Since the initial program in Virginia, similar courses have been conducted for teachers at Pace University in New York and at the University of Illinois Chicago campus. Additional courses, following the same format, all approved and accredited, are being conducted this year (1977) in Westchester County (New York), New Jersey, Atlanta, Des Moines, Boston, Los Angeles, Hartford, Seattle, Denver, Louisville, Stamford, Salt Lake City and Texas City.

In order to reach other groups of opinion leaders, Continental is developing similar courses for Congressional administrative assistants and regulatory

personnel through a pilot program at American University in Washington, D.C.; for journalists at the University of Georgia and the University of Missouri; for community leaders in New Jersey and Connecticut; and for state legislative and regulatory aides in the state capitals of Hartford, Sacramento and Olympia, Washington.

The Continental Group has done an unusually thorough job of documenting all the courses. Lectures are taped, and all participants are asked to comment on the course afterward through an exhaustive questionnaire. From this material, the company has distilled a complete "how-to" booklet and a syllabus for any corporation interested in becoming a sponsor of a similar program. So far 50 of the largest industrial corporations and 50 others are currently involved in providing lecturers and in considering course sponsorship.

The actual cash cost involved in such sponsorship is remarkably small, mostly subsidization of the course where this is deemed necessary to make it available to a larger enrollment. The company should, however, be willing to make a long-term commitment to the program and in most cases will find it necessary to assign at least one capable executive full time to organize and manage it. Even more important, the company must be psychologically and philosophically prepared for the give-and-take with professors that inevitably ensues in the development of the course. They must accept the fact that they will not get everything they want and that the course will be under the control and direction of the academic authorities. Withal, Continental has found a great deal of good will on all sides and hopes many more interested organizations will ask them for further information.

Shell Companies Foundation, Incorporated

Shell Companies Foundation, Incorporated, made grants to the University of Houston in 1975 and 1976 to develop and conduct an apolitical, high-level survey course in economics for high-school teachers of social science. Three credits are given toward a master's degree in education. The course concentrates on application of economic principles rather than abstract theory and avoids instruction in teaching techniques.

The university's department of economics prepared a syllabus, selected the books to be used and put the course into effect in the summer of 1975. The course is given twice each summer, each time for a group of 18 to 20 teachers from both public and private schools. The university screens the applicants and tries to enroll two teachers from each high school. Each course runs for three weeks from 8:30 till noon five days a week. The principal instructor and eight additional professors are drawn from the department of economics. Intensive, personalized, with time allotted for informal discussion, the course has been judged by both participants and their professors to be a success. Participants have since reported the usefulness of the course in their own teaching The wealth of application and examples in the course are of greatest benefit, as was hoped for by the course designers. With four courses now completed, about 35 Houston high schools and 80 teachers have participated.

Sears-Roebuck Foundation

With support from the Sears-Roebuck Foundation, Purdue University, in Indiana, conducted an Economics Institute in the summer of 1976 for 25 college and university teachers of social studies. The course was designed by the Center for Economics Education and the Social Studies Education Section in the Department of Education at Purdue, in conjunction with the Joint Council on Economic Education and its affiliated centers and state councils.

The Sears-Roebuck Foundation also gives annual fellowships to a number of teachers in elementary schools or elementary education departments of a teacher education institution for summer workshops in economic education. Each workshop, which generally carries three semester hours of credit, is conducted by a collegiate institution in cooperation with an Affiliated Council on Economic Education and/or Center for Economic Education. The workshops are cosponsored by the Joint Council.

Sears, Roebuck and Company makes available a booklet of essays and teacher's guides titled "Our Economic System." The manual is based on 12 essays sponsored by the Business Roundtable which originally appeared in READER'S DIGEST. More than 100,000 copies have been distributed to teachers and schools all over the country.

Marcor

In September 1973, Montgomery Ward began a course in consumer economics to provide practical help to school teachers in the city of Chicago. The course was certified by the Chicago Board of Education and supervised by a full-time professional educator. The 15-week, in-service training course, now titled "Consumer Economics Forum," is designed to improve teacher understanding of the functions and interrelationships of major

elements of our economy. The course features 10 lectures from top representatives of business, government, labor, education and consumer groups. A question-and-answer session immediately follows the guest speaker presentations. Five workshop seminars focus on techniques and methodology in teaching consumer economics.

Since its inception the program has continually grown, with 27 courses held in the spring 1977 semester. The course is accepted for graduate credit by 28 universities, many of which provide advice on course content and classroom implementation. These institutions include large state universities and private colleges. This experiment in education is successful in stimulating dialogue among teachers and economic leaders. It is opening new avenues of credible communications with today's teachers and students.

Other Programs

Many other seminars exist for teachers, for journalists, for lawyers and for other professionals. Often they are combined with programs at colleges and universities where a chair of free enterprise exists; the University of Wisconsin and Georgia State University are two examples.

A three-week intensive course in economics for federal judges is sponsored by the *Law and Economics Center of the University of Miami School of Law*. The program for federal judges is one of a series of teaching institutes conducted by the center for government personnel, law professors and economists. The institutes, as well as seminars and research conducted by the center, are directed toward bringing market economics principles into public policy decision-making.

"It was a very enriching experience. We were here not to become economists, but to understand the language of economics. Courts are only as good as judges and the lawyers who appear before us. By and large, our training in economics is not really satisfactory, and yet we are being increasingly called upon to decide economic issues."

Chief Judge John W. Reynolds of the Federal District Court in the Eastern District of Wisconsin, at the U. of Miami

3. College/University Curricular Innovations

Many colleges and universities have established special programs to give their students a better understanding of business.

Williams College, a coeducational liberal arts college in Massachusetts, instituted a new program during the winter study period (a one-month term between semesters) to enlarge understanding between members of the business community and faculty members and students. It was funded by the Metropolitan Life Educational Grants program. Special courses and projects were developed for January 1977 aimed at sharpening awareness of the relationships that already exist between the academic and business communities, while focusing on some of the basic problems and dilemmas that businessmen face.

"The Williams alumni body includes a large number of businessmen, and the fathers of almost one-half of our students are in business. Thus we have available a wealth of human resources to call upon in exploring various topics relating to business."

John W. Chandler, President, Williams College

Representatives of the business community were invited to the Williams campus to participate in academic courses and to advise on business career opportunities. In addition, faculty members and students visited companies to discuss issues and to observe how business decisions are made. The college developed special courses and projects in marketing, advertising and consumerism; investment policy and social accountability; the broadcasting industry; and modern business accounting. Alumni were invited to participate in the courses. An accounting course taught by a visiting professor of accounting from the University of Massachusetts was given at the request of a number of students, as there had been no course in accounting at Williams.

In addition, the Career Counseling Office set up public sessions devoted to career opportunities in many fields, with panelists drawn from visiting alumni and other business executives. The Metropolitan Life grant provided stipends and honoraria for visiting teachers and alumni (19 in all) and

travel expenses for students and faculty to visit advertising agencies and the studios of a large broadcasting corporation in New York. The major instructional costs and the administrative costs were covered by the college's regular budget.

At *Susquehanna University*, in Pennsylvania, the new Business and Society Program is an attempt to integrate more fully into the university's total curriculum a greater understanding of the evolution and importance of capitalism in the development of this country and its future. Particular emphasis is being placed on reaching the 70% of the student body who are nonbusiness majors. Elements of the program include hiring a full-time professor of business and society, reviewing and adding to library books on business and society and developing new courses. Suggested course topics include the development and impact of the corporation in America, public issues and the business conscience and the business-government interface. A well-known authority in the field of business and society will be invited for a week's residency. Other elements of the program include seminars and class visits by business executives, visits of faculty and students to business, a faculty-corporate exchange program and student internships. Funding to start up the program came from the J. Howard Pew Freedom Trust.

At *Kansas State University* a 15-week upper-level course on "Industry and the Environment" was offered in the spring of 1976. Eight Atlantic Richfield Company employees served as visiting lecturers, discussing such environmental problems as coal development in the northern Great Plains, the Alaskan pipeline, offshore drilling and environmental law.

In addition to the Atlantic Richfield people, individuals from government, consulting firms, environmentalist groups and citizen groups presented to the class their views of the interaction of industry and the environment.

The *University of Colorado's* "President's Leadership Class," inaugurated in 1973, identifies students who have a demonstrated potential for leadership and provides them during their four years at the university with selected experiences to develop this potential, including opportunities to be involved with and learn from the present leaders of the state of Colorado.

The program has three elements. First, a weekly lecture series with speakers from business, medicine, government and nonprofit institutions, who discuss issues relating to their responsibilities to their jobs and to society. Second, seminars, which provide students an opportunity to see the inner workings of industries and other organizations and to talk with their executives and directors. Seminars have been conducted at such places as United Airlines, Kodak, IBM, Dow Chemical, Colorado State Legislature, Gates Rubber, Samsonite and St. Joseph Hospital.

The third element in the program is recitation, where the student learns to express his ideas on leadership through participation, discussion and other activities. After the freshman year, the student becomes involved in independent studies and serves at least one internship with a company or outside agency.

The *School of the Ozarks* is a four-year liberal arts college in Missouri where every student works in one of 88 campus industries to help pay his college expenses. With the help of national business leaders, it has developed a course of studies within the business department that explores the philosophy and operation of the free-enterprise system.

The course includes formal classroom instruction, visiting lecturers from the world of business and class visits to work locations. It was established because of the perceived need on campus to provide a communications channel between the campus and the corporation and to expose the academic world—students and faculty—to the philosophy under which business operates. This new course of studies will also provide a forum for industrial leaders to make their views known and understood.

"But probably the greatest impact of the series was not in the ideas and information discussed, but rather the personal impact of the speakers themselves. For many of the students, it was their first chance to see who 'they' in industry are. Atlantic Richfield should take considerable pride in the quality of the personnel that participated; their technical competence, their humanness and their skill in the discussional format of these seminars impressed, even surprised, the students."

Excerpted from a Kansas State University professor's evaluation of a spring 1976 seminar series, "Industry and the Environment," in which ARCO personnel participated

Northwestern University, near Chicago, at the initiative of student campus leaders, developed and organized a Programmatic College of Commerce and Industry with a noncredit series of lecture discussions on "the institution of business." The living rooms and dining rooms of fraternity and sorority houses serve as meeting places for the college. Discussion topics for the first program, held in 1974-75, included ecology, consumer issues, ethics of multinational companies, conservation and corporate social responsibility.

Executives representing corporations, the professions and industry associations and university professors were invited to present brief lectures and

"The Programmatic College is one of the best formats we've encountered for business-student-faculty dialogue and understanding. It provides business people excellent opportunities not only to trade ideas and viewpoints with students, but more important, to strengthen relationships with the college community."

R. R. Mabbs, Public Relations Manager Illinois Bell

share their firsthand knowledge and perspective during more lengthy discussions which followed. The get-togethers were informal, usually included a meal and always included much conversation.

In 1976-77, the Programmatic College is focusing on issues and problems related to "business and government."

At *Saint Louis University*, a task force of faculty in the School of Business and Administration is developing a year-long course in the fundamentals of business. It is designed as an elective for non-business students, especially those in the College of Arts and Sciences. The course will be taught by a team of faculty and visiting lecturers from the business world.

The Center for the Study of American Business at *Washington University* in St. Louis is supported by a number of companies, including Monsanto. Through research, publication, in dialogue with business and government and the training of teachers, the center fosters the free-market system.

Lakeland College, a small liberal arts college in Sheboygan, Wisconsin, recently established a Center for Business and Economics. The center has an advisory board of business and industrial leaders. Its objectives are to foster a practical understanding of business functions and how they interrelate in accomplishing business and societal purposes, to provide a forum for the exchange of ideas and information and to offer structured opportunities for regular contacts between the academic and business communities.

Mount Holyoke College, a liberal arts college for women in Massachusetts, initiated a three-year experimental program on the administration of complex organizations in 1975-76. The program is designed to provide a link between the academic and business worlds and to acquaint women liberal arts students with the opportunities that are opening up to them in areas that generally have not been seen by women as viable career alternatives. The program has three components —academic course work, a summer internship and a seminar following the internship.

The courses cover social structure of organizations, the individual and the organization, the relation of complex organizations to the extension of scientific knowledge and technological change, finance and complex organizations in cross-cultural perspective. The student elects the courses that complement her major.

The internship program places students in firms, government agencies or nonprofit institutions during the summer months, giving students direct exposure to the workings of a specific organization

"We live in a world which is increasingly governed by the operation of large, complex organizations. They may be profit or non-profit corporations, and can include research organizations, publishing houses, news media, hospitals, and educational institutions, as well as industrial firms. The many urgent problems that confront the United States and the world appear to be understandable only in terms of the complex organizations that have created them and from which the solutions, in all likelihood, must come."

From the Prospectus on the Mount Holyoke Program on the Administration of Complex Organizations

and the function of its management. The courses have been popular with the students. Registrations have been substantial, and during the summer of 1976 some 55 interns were placed in 47 different organizations, most of them in the corporate world.

The third component of the program—the fall seminar—enables the students to compare their experiences in a wide variety of internships and to participate in a more advanced study of organizations. Here, as in the courses, executives from sponsoring organizations are invited to take part in discussions and to serve as a resource for the campus in general.

At *New York University*, a new combined program of the Graduate School of Business Administration and the Graduate School of Arts and Sciences offers students in the M.B.A. or M.A. (journalism) programs an opportunity to earn both degrees at the same time. The combined program of study will help journalists understand the forces at work in the economy and the business community and to report on them more knowledgeably. It will help future businessmen to communicate more clearly and to deal with the press.

4. Teaching Aids

Innovations in teaching can come about through the creation of new teaching aids. One of these is the application of game theory to business problems. At *Findlay College* in Ohio, for example, students have an opportunity to exercise their ability in corporate decision-making against the computer through a programmed game involving the establishment and management of a business.

AT&T has developed three game simulations for use in college classrooms in disciplines such as psychology, sociology, philosophy, government and management, as well as business and economics. Each game takes about 30 minutes to play. They are: "Trebides Island" (on utility economics), "Where Do You Draw the Line?" (on ethics in business) and "Relocation" (on corporate decision-making). The games are designed for use in a teaching situation and lend themselves to discussion by the professor and students and further assignments if desired.

A Metropolitan Life educational grant provided funds for *Brown University* to develop educational material—readings, teaching notes, exercises and videotapes—for a one-semester, introductory course in management. The course, started three years ago, now enrolls about 440 students. The teaching materials make it possible for any college to give this course. Modules on marketing, finance and other subjects contain outlines for six lectures and two case studies. Each module includes at least one videotaped lecture by a business executive explaining how the theories presented in the module apply in practice.

A series of videotape discussions that make it possible for students and their teachers to "visit with" top managers of large companies has been put together by the Center for the Study of Business in Society of the School of Business & Economics at *California State University, Los Angeles*. The format of the programs is a moderated discussion between three to five university students or faculty and a guest. Although both students and the visiting businessman or civic leader prepare beforehand, the programs themselves are unrehearsed.

The programs take place on the California State University, Los Angeles campus, with a professor acting as moderator. Programs focus on issues in the changing business-society relationship such as business ethics, multinational citizenship, the energy crisis, ecological responsibilities, support for educational institutions and social responsibilities. Executives who have participated in the first ten videotape discussions include Donald Koeppel, president of Blue Chip Stamps; Crosby M. Kelly, formerly executive vice president of Litton Industries, Inc. (and now vice president, communications, Rockwell International Corporation); Jan Erteszek, president, The Olga Company; Harold Voegelin, senior partner of Voegelin and Barton, Los Angeles; Philip Hawley, president, Carter Hawley Hale Stores, Inc.; and Jerome Hull, chairman of the board, Pacific Telephone and Telegraph Company.

The taped discussions are valuable for two major reasons. First, they serve to impart the views of the business community in response to the kinds of questions that students typically want to ask. Second, experience has shown that students are stimulated to discussion with an instructor after viewing one of the tapes. They are now an integral part of the classes in "Business and Society" at California State University, Los Angeles. Professors at some 30 universities across the United States have bought the series. Some businesses and publishing companies are using them as well. The cost of each is $75, which helps defray the cost of making them.

Western Electric Company, like many other companies with a technical orientation, periodically mails technical reprints from Bell System publications to engineering and science faculty members to keep them abreast of the latest developments in communications. This program helps bridge the gap between theoretical engineering education and practical on-the-job application.

American Brands, Inc., in an effort to improve understanding of the enterprise system, published a book titled "The American Revolution: Three Views." The company printed 250,000 copies and distributed them to every school and college library in the country, as well as to government officials, opinion leaders and stockholders. The book included three lectures from the bicentennial lecture series of the American Enterprise Institute for Public Policy Research, a center for the study of national problems, given by Irving Kristol, Martin Diamond and G. Warren Nutter.

5. Endowed Chairs/Professorships

As corporations have realized for many years, the quality of teaching is dependent upon the quality of the professor. They have made grants to colleges and universities for professorships in areas of corporate interest. For example, a drug company might grant funds for a professorship of clinical pharmacology, a bank for international finance, an accounting firm for accounting, an aluminum company for chemistry, a paper company for forestry and so on. Often, the corporate community has supported professorships in business administration and management, either individually or as joint contributors. Such grants allow the donee-institution to name an outstanding man or woman to fill the chair, thus enriching both curricula and campus. Research is enhanced, and where the professor's lectures are open to the public, the local community also benefits.

A new kind of teacher is appearing on the campus today: the professor of free enterprise. Although such professorships date back to 1963, when Georgia State University established the first American chair of private enterprise, it was not until the '70s that additional chairs began to appear. Today the number of institutions with such chairs has increased to about 20, including Kent State University and the University of Akron in Ohio, St. Mary's University in San Antonio, the University of Texas, Texas Christian University, Loyola University of Chicago and Samford University in Alabama.

The *University of Wisconsin* has a new chair in American enterprise made possible by grants from more than 50 companies totaling around $1 million. Designated the Irwin Maier Chair of Business, its aim is to "promulgate a *fair and objective understanding* of American business and our economic system."

"The university . . . is in a unique position to carry out this program successfully. It has no vested interest to protect other than the promotion of knowledge and the protection of the elements that have made our nation great. In this regard, we feel a great sense of urgency because our economic freedoms are being eroded rapidly. Some of this erosion is justified in terms of other social goals; however, much of it is unnecessary and is crippling the viability of our economic system and eroding our personal freedoms in the process."

University of Wisconsin

Although many endowed chairs are research oriented, the Wisconsin chair includes teaching and public service as well. Emphasis is placed on the development of courses, workshops and curriculum materials which will reach a large audience of students as well as professionals in education, communications and government. The courses and workshops include participation by businessmen and others active in our economic life. Seminars on business and society for high school teachers are scheduled, as are similar seminars for journalists and others in mass communications. Development of curriculum materials in several disciplines that can be used by other universities is still another activity made possible through the chair.

Sponsored research relating to economic development is also funded through the chair's endowment. It is expected that such research will help foster further improvements in our economic way of life and, in addition, provide information and ideas that will expand the economic base of the state of Wisconsin.

Chapter III.

The Business Executive Takes a New Role on the Campus

The business executive who comes to the campus and talks with students, faculty and administrators, who eats and perhaps lives in a dorm, who lectures and listens, visits classrooms and laboratories and who takes in a football or basketball game, departs with a far greater understanding of what is happening on the campus today than he had on arrival. He is often imbued with the spirit he encounters and comes away with a new sense of hope for tomorrow's world.

At the same time, the business executive has an opportunity to create a real understanding among students and faculty of the business world, of the businessman's humanity, of his personal beliefs, of what it takes to succeed in corporate life today, of what will be needed for leadership tomorrow.

This chapter describes some of the programs that have been developed to bring businessmen and women to the campus. Some have been initiated by the corporation, some by individual colleges and universities, some by other organizations.

1. Faculty Loan Programs

Many corporations make available employees to teach at a nearby college or university in their areas of specialization. IBM is one company that has an extensive program of this kind.

The Faculty Loan Program of *International Business Machines Corporation* was designed to provide temporary faculty and/or administrative support to assist minority colleges and universities in their efforts to improve the educational experiences of their students. It started in 1971-72 with 18 predominantly black colleges and universities participating. A total of 62 colleges have participated in the program so far: 41 black, 14 Spanish American, 3 American Indian, 3 Appalachian and 1 for the handicapped.

The number of colleges participating from year to year depends upon the number of qualified IBM employees who volunteer, the number of colleges that apply and especially upon the degree of "fit" that can be achieved between the skills of the employees and the needs of the colleges.

An IBM faculty loan selection committee selects the colleges from among those who ask to be considered each year and then matches the needs of the colleges with the talents of the IBM volunteers. If the volunteer accepts the college for which he or she has been selected, the IBMer visits the school and interviews the appropriate people to determine if there is a mutual agreement. Also, the executive's spouse looks at housing in the area. IBM pays for these visits as well as the employee's salary and benefits for the academic year.

Most of the IBMers in this program teach classes. Some of them also help with administration and management. The subjects they have taught include computer science, engineering, physics, accounting, business and mathematics. One employee set up a physics laboratory, others have developed courses, and some have redesigned entire curricula.

2. Visiting Fellows and Executives in Residence

More and more colleges and universities today are inviting representatives of business to be guest

faculty members for periods ranging from two or three days to several weeks. With today's more flexible college calendars, an executive-in-residence program can easily be accommodated.

"The key to success . . . both with regard to the faculty-executives and the executive in residence, is the interaction of students and business representatives over a substantial period of time and within a framework that permits both parties to center their attention on particular salient issues in the economy and society. That kind of interaction is effective."

Martha Peterson, President, Beloit College

The executive's time must be carefully allocated for major effectiveness during his stay. Time must be allowed for informal discussions, which often are more fruitful than the structured class or public address. Comfortable, informal surroundings are important too, where intimacy can be easily achieved and where students have a glimpse of the personal side of business leadership. According to those executives who have participated, communication is at its best when the visitor can engage in a running dialogue with a student or students. The emphasis must be on the effectiveness of the dialogue rather than on the size of the audience or density of schedule.

The Visiting Fellows Program of the Woodrow Wilson National Fellowship Foundation

The American Can Company Foundation, Bethlehem Steel Corporation, CPC International, the Dana Corporation, IBM, the Koppers Company Foundation, Mobil Foundation, Owens-Corning Fiberglas, Shell Companies Foundation and the Stauffer Chemical Company are among the supporters of the visiting fellows program of the Woodrow Wilson National Fellowship Foundation.

Since 1973, the program has helped to increase understanding between the academic and non-academic worlds by sending representatives of business, journalism, diplomacy and the professions to visit small private liberal arts colleges geographically isolated from metropolitan centers. Visiting fellows live on campus for a week or more, meeting classes, joining in seminars and panel discussions and most important, engaging in informal conversations with students and faculty members. The fellows are chosen by the foundation for their interest in young people and their ability to share their practical knowledge and insights.

Fellows, except for those who donate their services, receive honoraria of $750 a week, or $1,000 for a couple where both partners are fellows, plus expenses. The campus coordinator receives an honorarium of $200 for the year. The college provides lodging and meals for the fellows and bears the costs of official entertainment.

The program was created and supported during its first three years by a $1 million grant from the Lilly Endowment. Sixty-seven colleges participated in the first year, 84 in the second, and 51 in 1975-76, for a total of 412 visitor weeks by 133 fellows to 92 colleges.

For 1976-77, support was sought for the program from corporations and foundations. In addition, the colleges that had participated in the program for two or three years were given the option of receiving fellows at their own expense. This has made possible some expansion of the program, with 66 visiting fellows appointed in 1976-77, visiting 58 colleges, of which 12 colleges are paying their own way.

A businessman explained and defended concepts that were controversial—for example, investment in South Africa and opposition to government regulation. "He did not try to convert anyone to his ideas, and he respected students' ideas. . . . People who came in touch with him were struck by his honesty, integrity and candor."

Comments on a Woodrow Wilson Visiting Fellow

Item: The visiting fellows program of the Woodrow Wilson National Fellowship Foundation has proved itself since its start in 1973. One hundred and eight colleges have participated so far. Almost 300 others have asked to be included. Here is an opportunity for a corporation to help expand a proven program.

The National Urban League's Black Executive Exchange Program

More than 350 corporations and 54 predominantly black colleges and universities participate in the National Urban League's Black Executive Ex-

change Program (BEEP), together with a dozen other academic institutions and two dozen city, state and federal government agencies. The program assigns black business and professional men and women from the public and private sector as visiting professors on a rotating basis to lecture at participating colleges and universities for two consecutive days in credit-bearing courses. Presentations are based on the visiting executive's particular experience, but within the framework of the course. The program stresses to students that chances for success depend upon competence, not color, and that there is a wide choice of career opportunities.

The program is a positive force in assisting black colleges and universities to develop and strengthen student potential. The executives who participate are chosen with the following goals in mind:

- To augment courses at black colleges and universities with actual industry/government-related experience
- To supplement faculty teaching resources with a rotating team of black executives from business and government
- To provide students with identifiable role models
- To enlighten students and faculty about new and existing job opportunities, as well as current and future business trends and procedures
- To establish and maintain a free-flowing exchange between industry and government agencies and black colleges in order to attract support for educational programs, financial assistance, faculty and student development.

During the typical 18-week semester, the regular instructor of the class will teach for 8 weeks and the visiting executives for the other 10. A different executive lectures for two days each week, and a faculty member usually conducts a wrap-up session at the end of the semester. As visiting professors, the executives also serve as resource persons for related courses. They are available for other classes and for after-class meetings and rap sessions with students and for informal and formal meetings with faculty and college administrators.

The program is endorsed and cosponsored by the American Chemical Society, the Urban Affairs Committee of the American Bankers Association, the American Institute of Certified Public Accountants and the National Urban Affairs Council. As cosponsors, they advise staff on curricula and help to identify executives for the program.

The administrative costs of BEEP are covered by a grant from the Ford Foundation and contributions from business. The corporations lend their executives and pick up the tab for travel and related expenses. An advisory committee of top black and white industry executives and educators helps the Urban League provide direction to the program and its expansion and offers guidance in developing courses.

> **"Every exec, when he leaves class, is just swamped. Students follow him around like he's the Pied Piper. Coming from rural areas in many cases, the students can't get this exposure to black executives in any other way."**
>
> ***An official at Southern University***

The National Urban League estimates that in the first seven years of the program more than 250,000 students have been exposed directly and indirectly to current and future business practices, policies and patterns. More than 500 executives during this time made 1,042 visits, representing employers' investments of more than $838,600 in terms of time away from the office, travel and related expenses.

Item: Successful black executives are sent by the National Urban League to serve as teachers and role models at predominantly black colleges and universities in the South, with great success. Northern colleges—Vassar, Long Island University, Cornell, the universities of Nebraska and Minnesota—have requested black specialists to participate in career conferences and seminars, and they have done so. But urgent requests from both participating and nonparticipating black colleges, as well as white institutions, seeking guidance for their minority student services, have not been answered. Here is an opportunity for corporations to expand a proven program.

The "Business-Executive-in-Residence" Program of the American Council of Life Insurance

The "Business-Executive-in-Residence" program conducted by the American Council of Life Insurance (formerly the Institute of Life Insurance) has as its purpose to strengthen lines of communication between the life insurance business and the liberal arts community. It focuses on issues related to the role of the corporation in society. The program enables senior insurance executives to live and work on a college campus for two weeks to a month. In addition to lecturing, teaching classes and holding seminars, the executives experience the activities and concerns of campus life while at the same time exchanging

"They are inquisitive, anxious to ask questions. One of the most gratifying things of the visit was that every class, every meeting, every speech, every dialogue that I engaged in, we had to cut the discussion off even after we had run past the normal class time. Not once did we finish on time. The students were very bright, and I was tremendously thrilled with their intellectual capacity."

Darrell Eichhoff, Executive Vice President, Metropolitan Life, and ACLI Business Executive in Residence at Duke University

views and opinions with students and faculty. In about half the programs the executive teaches a structured course for academic credit.

Visiting executives are reimbursed for their travel and expenses by their companies. The colleges and universities provide meals and campus lodging.

As in other executive-in-residence programs, the insurance executives find their presence adds a new dimension to the teaching. "Their textbooks suggest that business people and their decisions are somehow different from others, and that business is run by precise rules and formulas," said Joseph C. Sibigtroth, senior vice president and chief actuary of New York Life Insurance Company, following his January 1977 stay at Pacific Lutheran University in Tacoma. "One thing I could do was to substitute firsthand experience for those textbook answers," he went on. "I could tell students that business is a group of people—like other people—making decisions—like other decisions—that reflect each individual's own personal qualities. And it was easy to prove with examples that there are no precise rules for successful business management. I think they have a better idea of what it's like out here."

The American Council of Life Insurance program in its first year in 1973 had two executives on two campuses. It has grown to include 39 completed programs of executives at liberal arts colleges and universities through 1977.

The Editor-in-Residence Program of the Newspaper Fund and the American Society of Newspaper Editors

The Newspaper Fund, Inc., which is supported by Dow Jones & Co., Inc., and other news organizations, and the American Society of Newspaper Editors jointly sponsor an editor-in-residence program which brings more than 30 professional editors to colleges and universities each year. During their campus visits, the editors help students better understand the newspaper reporting, editing and publishing process. They give both students and faculty an understanding of how newspapers are trying to fulfill their journalistic and ethical responsibilities. And they provide information on the career opportunities available in the newspaper business.

College and University Programs

Many colleges and universities have their own executive-in-residence programs, where they invite executives to come to the campus for a few days, a week or two, or even a year. Such programs have existed over many years in the schools of business administration, but recently they have become more and more common in the liberal arts colleges.

At *Yale University*, the Gordon Grand Fellowship enables one of Yale's residential colleges to invite three or four outstanding people from the business, financial and related governmental worlds each year to spend three or four days on the campus. During the first two years of the fellowship (1974-76), five executives participated in the program—Kenneth Jamieson (Exxon), Walter Wriston (Citicorp), Gilbert Jones (IBM), David Rockefeller (Chase Manhattan Bank) and Catherine Cleary (First Wisconsin Trust Company). While on campus they were exposed to the entire gamut of possible settings: panels, classes, teas, formal and informal discussions, cocktail parties, meals and one-on-one interviews.

Calhoun College was selected by Yale to host the fellowship during its first four years under the leadership of its master. An associate fellow is named to work with the Gordon Grand Committee, the master and the visiting fellows. The associate advises on the fellow's schedule, arranges the details of each visit, acts as keeper of the fellowship material and supervises publicity and relationships with students and other faculty. This arrangement to date has worked fairly well. Changes in 1976-77 include involvement of the new School of Organization and Management, participation of more students in the fellowship through membership on the committee, and careful attention to scheduling of the visitor to avoid conflicts with exams and to benefit from other scheduled campus activities.

"We limited Wriston's classroom exposure to a high-level, interdisciplinary course entitled 'Money and Financial Institutions.' Taught by Martin Shubik and Martin Whitman, this small seminar was probably the favorite discussion setting for four of our fellows. The students exhibited not only considerable expertise in economics and business, but also a ready willingness to press any guest to justify his policies.

"The two public settings for Wriston's visit were gems of a different sparkle. In the afternoon of the 23rd, he engaged Professor James Tobin, a fiscal liberal and possibly Yale's most notable economist, in a fierce debate on the economy. . . . The contrasting demeanors of the two—Tobin the theoretician talking models and studies vs. Wriston the practitioner talking practice and history—were as illuminating as the substance of their disagreement. Businessmen from the New Haven community joined students and faculty in the audience. . . . The room finally cleared after over two hours of exchange.

"The next evening, Wriston engaged Professor Arthur Leff on a very different topic . . . dealing with 'the common double standard which espouses regulation of commercial freedom while abhorring regulation of academic freedom.' Leff, a noted expert on consumer protection law and an advocate of commercial regulation, presented a very different perspective from that of Wriston, who supported the workings of the free market in both arenas. But beyond the issues, Leff also happens to be the Law School's leading wit, and Wriston was especially impressive in his ability to match the professor joke for joke. . . . A productive custom of returning to the master's living room for brandy with the participants of the public session developed during the visits of Jamieson and Wriston. At both, a further hour or two of more informal discussion ensued."

From a report on the first two years of the Gordon Grand Fellowship

The associate's report on the first two years of the Gordon Grand Fellowship noted one isolated instance at a panel discussion of organized heckling and derisiveness. "This problem, while remote, might very well be inevitable," the report stated. "Yet in my way of thinking," the associate wrote, "it was excellent evidence of the program's positive impact. The vast majority of students, having come to hear . . . with open minds and respect, were so impressed by (the fellow's) comments that the few tasteless outbursts were themselves greeted by loud jeers. I felt the session was one of the fellowship's most obvious successes."

At the *University of Illinois*'s College of Communications, the Department of Advertising has a program of "Advertising Man in Residence." Each year, the department invites two or three leading advertising professionals to spend a week with it on an informal basis. These men and women visit classes, talk informally with students and faculty and make one public lecture to which students and faculty are invited.

Another Illinois program is the "Alumnus in Residence" of the College of Liberal Arts and Sciences. In response to the tight job market, this new program features prominent alumni, who return to the campus for approximately one week each to serve as resource persons from whom students may gain a better understanding of various career options available to liberal arts and sciences graduates.

A third program at the University of Illinois is the executive-in-residence program of the College of Commerce and Business Administration, which for many years has brought business executives to the campus for approximately one week each year. These executives attend classes with students, give lectures, interact with faculty—in short, become totally integrated into the college program. The College of Commerce has also set up several adjunct appointments in an effort to establish extended contact with business leaders. Executives on such appointments, which are usually at least a year in length, spend several days per month in campus classrooms. They are particularly valuable in helping students and faculty relate their work with that of working managers in the field.

A "Trustee-in-Residence" program, now three years old, has brought 13 of its trustees to the *University of Redlands* in California. Each trustee spends three days and two nights on the campus, living in a dorm, eating Commons food with student groups, attending classes and meeting a cross section of Redlands' students. The trustees, most of whom are businessmen, are exposed to a different side of the campus and of the college operation than is possible in board deliberations, giving each a greater perspective into both student and faculty concerns.

The Amos Tuck School of Business Administration at *Dartmouth College* in New Hampshire has a most successful program, now in its seventh year. About six executives come each year for week-long periods, sharing student life and adding an increment of immediacy and actuality to the theories of management taught in the classroom. The visitors live in Tuck Mall dormitory, which is comfortable by student standards but simple and spare by executive standards, and dine on student fare in Stell Hall. They attend classes of their choice and usually lecture in at least one course particularly related to their own field of expertise—otherwise they participate as freely as they wish. A faculty office is provided for the visitors' use, and students have an opportunity for private interviews there as well as informal talk sessions in the dormitory and after class.

3. Student-Businessmen Dialogues

University of Pittsburgh-American Assembly Dialogues

A dozen graduate business students, chosen by the faculty for their ability and leadership in perceiving and articulating issues, and a dozen chief executives, representing some of the nation's largest and most influential corporations, have met together in the spring of each year for a day-long discussion at the University of Pittsburgh since 1972. The dean of Pitt's Graduate School of Business and representatives of the American Assembly, which has made grants each year for the funding of the dialogue, also attend. (The American Assembly, founded by Dwight D. Eisenhower in 1950 when he was president of Columbia University, holds meetings and publishes books to illuminate issues of United States policy.)

"To say that the task of organizing the dialogue was difficult is minimizing the problem," a report on the dialogue stated. "A number of executives were understandably reluctant to expose themselves to what they felt might be unfair criticism and undue haranguing. A number of students were more than a little uneasy about sitting down with the captains of American industry to discuss the world's major problems, feeling that they were ill-prepared to cope with the savants of the business hierarchy.

"To maintain a friendly and nonconfrontational atmosphere," the report continued, "it was agreed at the outset that no one would be present except the students, the executives, a representative of the American Assembly and the dean of the Graduate School of Business. No attribution of statements was to be permitted as a result of the discussion, and no advance publicity was to be given to the fact that such a dialogue was to take place."

At a recent dialogue, only three questions were on the agenda, selected by the students as representing what they considered the crucial problems facing the leadership of American business. These were the emerging relationships between government and business, the role of industry in hiring and promoting blacks and women and the societal involvement of business in national and international problems.

"It was a lot of talk, and few major world problems were solved. But a group of students had been educated in a way no classroom experience could provide. And a few businessmen came away with renewed confidence in the next generation of students. Perhaps old-fashioned dialogue had once again become a respectable and profitable way of considering problems. At least a few people thought so."

From "The Chief Executive Encounters the Business Student," a report of a Business School-American Assembly dialogue

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The dialogues have produced a greater understanding by the students of the many difficult decisions and problems faced by business and a greater understanding by the business executives of the concerns and outlook of today's student. The primary costs of each dialogue have been absorbed through a grant from the American Assembly, which is negotiated annually.

National Association of Manufacturers "College-Industry Dialogues"

The National Association of Manufacturers has recently begun a series of meetings known as "college-industry dialogues" where businessmen and women, faculty and students discuss issues both formally and informally. At a dialogue held in Pittsburgh in May 1975, 300 students from 20 colleges joined business executives for a coffee-and-doughnuts breakfast rap session. Each table of 8 students had one or more business executives to answer questions posed by the college students.

A series of six sessions held in the spring of 1976 brought together 1,000 students from 59 colleges to meet with 200 industrial leaders. Seating at tables provides eyeball-to-eyeball discussion opportunities, and this is often followed by a panel of business executives fielding questions from the floor. Dialogues have been held in many parts of the country, and additional sessions are planned.

Upjohn Company-Kalamazoo College Business-Academia Dialogue

Still another example of a successful dialogue among students, businessmen and faculty is the special program coordinated by Kalamazoo College, which grew out of discussions between The Upjohn Company and the college. Known as the Business-Academia Dialogue (BAD), it is designed to provide a local forum in which representatives of business and the four colleges in the area can explore their respective and joint roles in society—perceived, real and potential.

The four colleges in this community of around 150,000 persons represent a wide range of the different types of higher education available in the United States, that is, a major state university (Western Michigan University with a student population of more than 20,000); a small, innovative and highly regarded private liberal arts college (Kalamazoo College with 1,400 students); a second private liberal arts school which has recently become coeducational and which is developing a more career-oriented curriculum (Nazareth College with 550 students); and a relatively new and extremely successful junior college (Kalamazoo Valley Community College with 6,300 students).

After a framework for the program had been developed by an advisory committee made up of representatives from business, from the colleges and from the local student population, 150 participants met at the Kalamazoo Center in October 1975. One third was from the world of business, one third from the faculty and one third from the student body, with emphasis on faculty and students from the liberal arts, since the gap in mutual understanding seemed greatest in this area. The mechanics of the dialogue were then set in motion, and the general session divided into 10 subgroups of 15 members each, with each subgroup consisting of 5 students, 5 faculty members and 5 business persons.

Each group identified a topic it would discuss and met together over the winter at least three times, each time for about five hours. The list of concerns included the problem of rising expectations in society; the nature of work, leisure time and its use; job opportunities for college graduates; the question of who controls society; conflicts between economic security, personal freedom and quality of life; the desirability—and degree—of control of government over business, education and the individual; private enterprise versus government control; the stereotypes each group holds about the others and their validity.

> **"We want to examine the roles of the academic and business institutions whose actions and attitudes have an impact on the society in which we live: 'academic' because it educates the future leaders of that society and 'business' because it provides the financial support on which the society relies. . . . We want to begin a dialogue between the members of these two essential social institutions to avoid misconceptions of attitude and philosophy. We are neighbors, after all, and our differences are probably limited to occupational training and professional outlook."**
>
> ***Preston S. Parish, Vice-chairman of the Board of Directors, The Upjohn Company***

Dinner and refreshment breaks during the meetings provided occasions for less formal conversations or pursuit of points brought up during the session. The groups met in a variety of locations, from company cafeterias to college dining halls, from private local homes to local restaurants.

The participants met again in a general session in April 1976 to review the experiences of the previous six months. Presentations were made by each group summarizing its work; they were positive about the experience and came up with thoughtful suggestions for changes. Evaluation questionnaires returned by the participants later were almost unanimously enthusiastic. The BAD is being continued with the hope, as one group expressed it, that the program is "symbolic of a new beginning" to build bridges and better lines of communication between business and academia.

4. Conferences, Colloquia, Forums and Other Meetings

Businessmen are increasingly invited to the campus to present and discuss the corporation's view

on matters that touch upon its role and function in society today. Sometimes the executive will be the sole speaker; more often a number of people from different disciplines and from varying sectors of society will address a common interest.

California Lutheran College explored "Business Ethics: How they are created and how they are lived out" in its 1976 Business Management Forum, supported by a 1975 grant from the Metropolitan Life Insurance Company. The forum brought together students, faculty, business and professional people for a discussion combining the practicalities of business with the values of the liberal arts to create a solution.

Faculty in each of the college's 27 departments nominated students to participate, and the president of the college recruited an equal number of business and professional participants from a wide variety of fields. All participants were sent basic questions about business ethics in advance. A keynote address was made by Walter F. Beran, partner, Ernst & Ernst. The discussion period was preceded by statements by two outside speakers, one pro and one con, to create controversy and stimulate discussion. The subject of the 1977 forum was "The Business Organization: A Humanizing or Dehumanizing Experience."

Colgate University, aided by a grant from Time Inc., inaugurated a Colloquium on Corporate Management in the fall of 1976. The program is bringing to the campus of this independent liberal arts college in Hamilton, New York, prominent corporate leaders for an informal evening discussion in open forum with students and faculty on the general subject of the corporation in American life. Visiting executives also lead one of the advanced classes in economics and meet informally with members of the students' Economics and Business Club.

The *University of Pennsylvania* brings businessmen, faculty and representatives of the media together for a three-day seminar each year. The program is in response to the need, perceived both by businessmen and by writers and editors, for more intelligent interpretation of corporate affairs by the mass media. The campus setting, away from deadlines and office routine, is ideal for discussions of differing viewpoints and a furthering of mutual understanding.

AT&T worked for almost a year with *Colorado State University*'s College of Business toward a two-day national conference "to get university and business executives involved in projects to restore confidence in our economic system." Held at the Brown Palace in Denver in February 1976, the meeting brought together almost 100 top corporate and university officers to share with one another successful programs that have been implemented to close the so-called "business credibility gap."

Three sessions totaling seven hours were devoted to presentations of working projects by Amway Corporation, AT&T-Mountain Bell, Eaton Corporation, Exxon, Georgia-Pacific, Husky Oil, Southwestern Life, the University of Colorado and Invest-In-America National Council. Two workshops provided participants opportunities for in-depth questioning on the projects presented and for peers to suggest other working solutions.

Participants at the conference each paid a fee of $150. Sponsoring support came from a dozen companies, including Anheuser-Busch, AT&T, John Deere Industrial Equipment Company, Grolier, Eastman Kodak, Land O Lakes, Safeway Stores, Field Enterprises Educational Corporation and United Educators, Inc.

Waynesburg College, located in the midst of the coal fields of southwestern Pennsylvania, recently inaugurated "The President's Forum," presentations by well-known corporate presidents on topics relevant to students, faculty, the corporate community and society. The first program, which was made possible by a 1975 grant from the Metropolitan Life Insurance Company, featured Edgar B. Speer, chairman of United States Steel Corporation, who spoke on the major problems confronting business that young graduates would have to deal with. The morning lecture, which attracted more than 400 students, faculty and members of the community, was followed by a lively question-and-answer session. The program ended with a luncheon for a cross section of the college community.

A second forum is planned for 1977. The objectives of the program are 1) increased communication between business and education, 2) dissemination of information by articulate business leaders and 3) reinforcement of the Department of Business Administration and Economics at the college.

A continuing forum at *Bryn Mawr College*, an independent liberal arts college for women located

near Philadelphia, explored the principles of the Declaration of Independence and their impact today. The program was conceived in April 1972 after President Harris Wofford convened a public affairs seminar at the college on issues of corporate responsibility. It was clear to him and his colleagues that bringing together business and civic leaders with members of the academic community to discuss issues of common interest was an idea with great promise on many levels. With corporate support the college launched the four-year "1976 Studies" that fall. Presentations ranged from computer game to art exhibit to sermon.

A symposium with nearby Haverford College, "The Other Bicentennial: Adam Smith and 'The Wealth of Nations'," featured economists Milton Friedman and Robert Heilbroner. A seminar on "The Multinational Corporation" and its implications for world interdependence focused on shareholder proposals which have confronted Bryn Mawr's Committee on Investment Responsibilities. "The Corporate Social Audit" seminar considered the responsibility of corporations—both profit and nonprofit—for promoting the public welfare.

From 1972 through 1976, more than 30 forums—lasting two to four hours each—provided an opportunity for open exchange of ideas between corporation and campus.

Student Activities

Business students on many campuses take the initiative for inviting businessmen and women to the college to speak or get together with students on a less formal basis.

The *Yale Business Forum*, a student organization, is the university's chartered organization for the purpose of strengthening the bonds between the business community and the university. The forum brings prominent and influential members of the American and international business communities to the university. Numerous lectures, informal discussions, dinner meetings and seminars each month provide students with the opportunity to meet with some of the world's most successful business leaders. These men and women represent sectors of the economy which include finance, real estate, transportation, art, energy, manufacturing, publishing, advertising, government and philanthropy. Topics of discussion range from business involvement in society, government, science, marketing and ethical concerns to personal recollections of the road to achievement on the part of the guests.

At *Princeton University*, the student-run Foundation for Student Communication, Inc., publisher of the magazine BUSINESS TODAY, holds national conferences every two years entitled "Business Tomorrow." These bring together businessmen, students, faculty and administrators from the education world in provocative and constructive discussions on basic issues of relevance to students and business. The fourth national conference, to be held in Washington in fall 1977, is on the future of the American market system. About 400 students, businessmen, faculty and government officials are expected to attend.

As a follow-up to the successful Washington conference of 1975, five regional conferences have been held where business and student leaders in Los Angeles, Racine, Cleveland, Princeton and St. Louis discussed topics ranging from government regulation and environmental protection to labor-management relations and productivity. Similar assemblies are taking place during 1976-77 in nine other cities. What is important here is that the corporate and academic communities in each area have a chance to meet face to face and establish continuing contact. After each panel presentation, the conferences divide into small discussion groups composed of businessmen and students with some faculty participation. Here the issues raised by the speakers are examined at close quarters, and the misconceptions of both parties corrected. Student coordinators in each discussion group work to maintain and extend interaction among the participants. The Foundation for Student Communication, Inc., has an annual budget of more than $250,000 from about 250 corporate sponsors, advertisers and contributors.

At *Columbia University*, a group of business students known as "The Spectrum" is offering a seminar series with speakers from business entitled "A Slice of Business Life." Jointly sponsored by Columbia and Booz, Allen & Hamilton, Inc., the program is focused on developing an awareness of the real business world—and how it views the student as an M.B.A. In the four 1976-77 programs, guests from business reviewed the paths they have chosen, the career decisions they have faced and the experiences they have gained. Following each seminar, an opportunity is provided for students to meet with these practitioners informally.

At *California State University-Long Beach*, the student organizations regularly invite business

executives to participate as the key guest in what has been established as the "Executive Encounter Series." Subjects range all the way from issues of ethics to curriculum preparation for a business career.

On more than 60 campuses around the country, local chapters of the student organization AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) invite members of the business community to the campus for informal discussions. A series of "Task Forces" in spring 1976 brought together members of the business and academic communities with AIESEC students in New York, Chicago, Los Angeles, Boston, Washington, Seattle, Athens (Georgia), Providence and Madison (Wisconsin) to discuss the international transfer of management skills. One outcome was the implementation of seminars on the topic "Business Education in the '80s" on campuses throughout the world.

Business participants in the task forces included Cuna Mutual Life Insurance, Kraft International, Puget Sound Power and Light, Bank of California, Textron, Allendale Insurance, Bell & Howell, Kemper Insurance, Borg-Warner, Peoples National Bank, Toyota Motor Sales USA, Reliance Electric, Business International, Westinghouse, J. Henry Schroder Banking, Allied Chemical and Mobil Oil. The project was sponsored, in part, by Mobil Oil.

Some Caveats

Not all programs with speakers from business contribute to understanding, however. One college president noted that however enjoyable occasional speeches by business representatives may be, they are rarely effective in changing anyone's mind about significant matters. The speakers retain so much anonymity that students generally depersonalize them and see them as presenting their positions in a particularly self-serving way.

Moreover, participants are usually placed in a position of advocacy in such formats, a position that increases the resistance of the audience. And all too often participants are required to speak on issues on which they are not truly expert. Such colloquia are valuable only when the audience is reasonably well informed and openminded, and when they are an addition to an ongoing program of effective education about business.

To be effective, the programs should cover subjects about which participants can talk knowingly,

A reporter finds one program unsuccessful.

"Unfortunately, Wednesday's panel discussion and forum (at Kent State University), attended by business executives and educators, turned out to be a mass exercise in anxious brow-wrinkling. Dominating the discussion were exaggerated fears of popular antipathy toward business and rather dubious suggestions about what executives and university schools of business could do to make commercial enterprise a widely beloved thing once again."

James Ricci, Staff Writer, in the* Akron Beacon Journal, *November 19, 1976

and time should be left for questions and further discussion. Again, two-way communication is an important element in mutual understanding.

5. Endowed Lectures and Lecture Series

Businessmen and women are often invited to speak at a college or university as a part of an endowed series of lectures. These may be endowed by a grant from a corporation, a foundation, an individual or a group of entities.

A grant from Anheuser-Busch, Inc., to the *College of William and Mary* in Virginia in 1976 made it possible for the School of Business Administration there to invite two important business leaders to the school to lecture. The first lecture, "The Impact and Consequences of Government Regulation of the Automobile Business," featured William P. Benton, corporate vice president of the Ford

"We feel business has an important story to tell about our free-enterprise system. The Busch Lectures provide our students with a chance to hear that story directly from the leaders responsible for making the system work."

Coordinator of the Busch Lectures, College of William and Mary

Motor Company and general manager of the Ford Division. The speaker at the second lecture was

Frank Borman, president and chief executive officer of Eastern Air Lines, Inc., the former astronaut and Air Force colonel. The overflow crowd at the second lecture of more than 600 included students, faculty, local businessmen and donors to the school. Both lectures were preceded by a dinner, which brought together the business people and administrators from the college and the School of Business Administration. They were followed by a question-and-answer session. The evening ended with refreshments in an adjoining hall, which lasted until after 11 p.m. One-on-one contacts at this time between the businessmen and the students added an important personal touch to the lectures.

"My total feeling about the program is very positive, and I truly hope that you can continue to have it serve as a piece of that most vital communication process between academia and industry."

"The student panel was excellent. Would it be practical to reverse the situation—in addition to the student panel, have about six industrialists sit as a panel for questions from an invited group of students?"

Comments from two "Corporate Tech Today" participants, Georgia Institute of Technology

6. College and University Programs for the Visiting Executive

Just as some business executives feel they are not always understood on the campus, the colleges and universities sometimes feel they are not understood by the corporations. Programs to educate the businessman about the campus undertaken by the institutions can bring closer rapport between the corporation and the campus. They also act as a spur to business action, for the visitor will see needs he may later recommend that his company help fill.

Georgia Institute of Technology

The Georgia Institute of Technology takes special pride in its program called "Corporate Tech Today," which has as its objective to acquaint business executives with the people, programs and policies of the institute. Starting with a reception at the president's house, the two-day program introduces about 50 executives each year to the administration, to faculty and to students. Wide-ranging discussions cover such subjects as the future of technological education, student attitudes toward business and business attitudes toward students, and the future of engineering as a profession. They also cover many of Georgia Tech's academic and research programs, cooperative education, continuing education, placement activities and special programs for women and black engineers—all important segments of the institute's existence.

Professors, administrators and students speak before the executives, and time is made available for both formal and informal discussions. A tour of the campus is included. All parts of the program are slanted to provide the visiting executives with a full picture of the institute, its programs and its people.

Evaluation of the program by participating executives is used to modify it for the following year, thus enhancing its usefulness as a tool toward greater understanding between the campus and the corporation. The first four programs have had varied audiences, each successful—two with chief executive officers from larger, national firms, one with executives from Georgia-based firms and one with Atlanta-based executives. The cost of transportation is paid by the visiting executives; the costs of hotel, meals and other local expenses are covered by Georgia Tech. The institute feels the cost is worthwhile, for it "is convinced that the future of engineering, science and management education is vital to the continuing progress of business and industry and that the future of education depends significantly on thoughtful exchanges between the educational and business communities."

Lane Community College

The "Bunch-for-Lunch" series at Lane Community College in Oregon is a much less ambitious program, but it nevertheless fulfills most efficiently its objective of reaching local opinion leaders. Its components are a campus tour, lunch at the college and an uninhibited question-and-answer session between visitors and top college officials.

About a dozen programs are held each year, with between 10 and 20 community leaders participating in each—executives of banks; brokerage, realty and insurance firms; forest product companies; utility companies; retail and wholesale businesses; politicians; and service club leaders.

Each program starts at 9 a.m. with coffee and a chat with the president of the college, and lasts

> **"I used to be turned off by Lane Community College. I thought it was a school for counter-culture types. Then I accepted an invitation to a Bunch-for-Lunch group, and I went to the campus and saw what's really going on. It completely turned me around."**
>
> ***Participating Businessman***

through lunch. Invitees come from throughout the community, and when a person declines the invitation, he or she is reinvited for a later date. In this way, the college has been successful in becoming known within the community. The monetary cost is limited to lunch (less than $2.00 each, according to the college), and the time given by college administrators and others is more than returned in good will and understanding.

Alma College

Alma College, a coeducational liberal arts college in Michigan, designed a program to give the executives and employees of Ford Motor Company insight into its operations. The college put together a series of portable displays of various departments, projects and specific programs. These were set up in Dearborn where the program was held, with a model of the campus in the center. Students and faculty manned the displays.

Ford executives were invited from 4 to 6 p.m., and Detroit-area alumni, parents, friends and prospective students from 6 to 8. Each guest was welcomed by a student, then introduced to the president of the college and his wife. Development and college relations staff circulated among the guests and kept people mixing. Many of the executives who had come to the first part of the program stayed on to mix with the others. The result was a better understanding of the college by those who attended and of the businessmen by the college people.

Princeton University

The School of Engineering and Applied Science at Princeton University invited over a dozen management and research and development executives from E. I. du Pont de Nemours and Company for a two-day seminar in the spring of 1976. Princeton faculty members, headed by the dean of the engineering school, gave the visitors brief but intensive surveys of the work going on in their departments and programs. They explored with the Du Pont executives ways in which the two institutions could assist each other in matters of mutual interest ranging from areas of specific research to opportunities for women and minorities in engineering. Discussions following the presentations gave Du Pont and Princeton colleagues an opportunity to get to know each other and explore their work, interests and needs with a view to closer collaboration.

Chapter IV.

The Student Discovers the World of Business

Up until recent years, college students had little opportunity to learn about the business world either on the campus or away from it. Today,

> **"It is indeed amazing that in a society in which business plays so crucial a role, so many people come to understand so little about it—and, at the same time, to know so much about it which isn't so. We have, for instance, managed to produce a generation of young people which, for all the education lavished on it, knows less about the world of work—even the world of their fathers' work—than any previous generation in American history."**
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> ***Irving Kristol, in an article in the* Wall Street Journal, *May 19, 1975***

as the earlier chapters have shown, there are many programs that bring businessmen and women to the campus to lecture, talk with students and work with administrators. In addition to these programs, activities are now taking place that enable students to discuss with executives working in business the many possible careers open to them in the corporation, to participate in work situations and to lend their abilities to corporations for specific projects. The liberal arts colleges and liberal arts students everywhere are particularly interested in developing programs that will help them relate to business.

1. Career Exploration and Counseling

The challenge of a business career is sparking student interest once again, and many new programs are being created to acquaint students with the corporate world and its many opportunities. Such programs expand student horizons and show what a corporate career can offer. Spurred by government regulations on hiring, many of the programs are designed for minority students and for women, two groups which traditionally have not held corporate executive positions. Other programs help liberal arts students to relate more effectively to the world of business.

Conferences and seminars, held on the campus or in a business setting, are useful to students exploring career possibilities. They may cover one subject or many subjects, and they may last two hours or a week or more. Often, but not always, they involve alumni and alumnae who have gone from college to rewarding business careers. They may be slanted toward all students, or toward a particular sector of the student body—liberal arts students, say, or blacks or women. Or the meetings may be geared for the faculty, to make the faculty aware of opportunities their students may wish to know about.

Understanding the job opportunities business offers leads to a better understanding of business itself. Speaking directly with students and faculty leads to a better understanding of what is happening on the campus.

College Programs

Bryn Mawr College conducts career conferences, workshops and colloquia in which businessmen, professionals and alumnae often participate. Conference subjects have included the case for women lawyers, women in the arts, women in business and management, women in medicine and the allied health services, women in communications, architecture and engineering, women in the corporate structure, women in politics and changing life styles. Alumnae representing a range of successful business careers and men and women corporation executives serve as consultants on the emerging role of women in business.

"An Introduction to Business"—four Saturday morning seminars from January to March 1977—gave Bryn Mawr students the chance to explore business school opportunities and business as a career field. At the three-hour sessions, students were asked to develop solutions to actual business problems using some of the techniques applied in graduate schools of business, such as case studies and simulations. At one meeting, Peter A. Benoliel, president of Quaker Chemical Corporation, discussed the character of his business, its philosophy, major marketing strategies and the considerations involved in defining a "profitable rate of business." At another, an engineering supervisor from Bell of Pennsylvania and an AT&T management trainee—both Bryn Mawr alumnae—led a discussion on concerns faced by a manager of a medium sized company.

At *Smith College*, an independent liberal arts college for women in Massachusetts, an on-site career exploration project provided an opportunity during the 1976 interterm for 10 sophomores, juniors and seniors majoring in the biological sciences, chemistry, mathematics and physics to visit six corporations that do not normally recruit at Smith and that operate in what have traditionally been thought of as men's fields. During tours of the facilities and in meetings with employees, the women explored career opportunities and picked up specific job-hunting tips as well. They learned where to direct letters of application and resumés, the importance of graduate school and what kind of courses might best prepare them for jobs in fields related to mathematics and the sciences.

Most successful for these liberal arts students were the visits to companies where the group had a chance to talk to women working there. At Arthur D. Little, the Boston consulting firm, they met with Smith alumnae, who were delighted to discuss personal career patterns and goals with undergraduates from their alma mater. The trip—which covered companies in Massachusetts—is to be used as a planning model for similar projects in other areas. A series of day trips to Hartford, Springfield and nearby cities is also under consideration.

At *Randolph-Macon Woman's College* in Virginia, a symposium, "New Directions," was cosponsored by the college and the Greater Lynchburg Chamber of Commerce in January 1976. Eleven businesses participated and acted as hosts. Discussion topics included how the profit motive stimulates employment, the values and problems with an internship experience, whether or not career orientation is a part of a liberal arts education and what skills an A.B. graduate can adapt to the working world. The college hopes to repeat the symposium in future years.

"We were hopeful that the symposium would bridge the gap between education and employment; that interactions and dialogue would stimulate new directions for both the college and the business community.

"It far exceeded our expectations. . . . I look for continued interest from business in making us all aware of what business contributes to the American way of life."

Director, Career Development Center, Randolph-Macon Woman's College

Kirkland College, a women's college in upstate New York, held a two-day conference on business in 1976. Following an introductory address on the relationship of business to education, a panel of students and faculty members discussed the stereotypes of business, and another panel of businessmen and women related their own career experiences. Closing the first day's activities, a series of discussion groups led by teams of business and nonbusiness people discussed and assessed "trade-offs" made in business careers.

On the second day the relationship of academic fields to career choice in business was covered by a group of business personnel officers. This was followed by a session on the usefulness of the advanced business degree. The conference closed with an intensive workshop on "Seeking Careers in Business."

Another way a liberal arts college can add a new business-oriented dimension to its traditional liberal arts program is through business clubs. At *Occidental College* in California, the student-managed "Business Club" invites alumni and non-alumni who have been successful in business to campus meetings which draw as many as 70 students. The club also sponsors tours of business facilities.

On more than 60 campuses across the country, chapters of the student-run AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales), which is well known for its international student-exchange program, sponsor "career nights"—panel discussions on industry—with local businessmen participating. Discussion includes job opportunities, the educational background necessary, company benefits and services and international possibilities. In a very few cases, the career night serves as a first step in the college recruiting process. For the most part, the session serves to make upperclassmen aware of the nature of a specific sector of the business community. Mailing lists are circulated for those students desiring further information about a company participating in a career night.

At *Columbia University*, a student group from the Graduate School of Business presented a series of alumni panels, where alumni answered questions about their respective jobs and companies. The series preceded the 1977 interviewing season and was particularly helpful to those students about to undergo the pressures of job interviews.

Many alumni of *Stevens Institute of Technology*, located in New Jersey, who work in industry participate in an unusual program called "Take a Student to Dinner Night." Each alumnus invites a student to dinner, when he discusses his career plans with him and tells him something of what he can expect to find in the business world.

At *Duke University* in North Carolina, the Alumni Association invited graduates who are specialists to discuss their fields at a series of all-day seminars on advertising, the energy industries, news media, retailing and many other pursuits.

The *Dartmouth College* Class of 1958 has "adopted" the Class of 1978 to help that generation of young people get a handhold on individual career directions. At least five other alumni classes have adopted classes since 1967. Under the current project, the Class of '58 has brought to the campus one or two distinguished members from different career backgrounds each term for a day or two at a time. Each alumnus gives a talk open to all students, sits in on seminars and classes selected by the 1978 Class Council and eats with members of the class.

"It's certainly been a rewarding experience for my classmates who've participated; they come away reassured that today's youth will indeed fashion a future for themselves, the nation and humankind. And the students tell me that they're finding it helpful to have relatively successful persons who 20 years ago went through the Dartmouth experience tell them about what they're doing now, how they got there and why. They seem truly interested in considering various role models presented by people to whom they can relate. . . ."

Ralph Manuel, Dean of Dartmouth College
Member of the Class of 1958

In a variation on the theme, the Class of 1957 is carrying on what it calls "Career Dialogues" through the aegis of the honorary society, "Fire and Skoal." In the same vein, the senior honorary society, "Casque and Gauntlet," has its own career orientation program which involves inviting back to campus particularly interesting alumni of the society.

The *National Urban League* offers students at black colleges Career Awareness & Planning Seminars (CAPS). The program introduces students to career planning, interviewing techniques and resumé preparation. It emphasizes helping students on an individual basis to identify their abilities and to develop realistic career goals.

At *Carleton College* in Minnesota, the Office of Student Futures brings knowledgeable alumni and others to the campus to counsel students on careers. It also offers students opportunities to visit agencies, offices and businesses in fields that currently offer employment opportunities.

Brown University in Rhode Island offers a course called "Pathfinders" to seniors who are still undecided about their careers. The course provides an opportunity to study many careers, including business, and allows time for research in areas of possible interest.

At the *University of Pennsylvania*, beyond its routine function of bringing employers together with prospective employees, the Placement Service sponsors a series of luncheon conferences at which company representatives and faculty members exchange information and ideas on current developments in their fields of interest.

Corporate Programs to Expand Student Knowledge of Careers

Corporations as well as colleges and universities are concerned that students have an opportunity to explore careers in business, and many open their plants and offices to student groups. Some of these programs are informal, others are structured. Usually one or more executives will be available to discuss the company and answer questions.

Mobil Oil Corporation invites 25 sophomores from among 25 traditionally black colleges and universities to participate each year in a "Week in the Business World." The program is designed to explore with minority students career opportunities in business, to show how a large corporation functions, and to give students a chance to learn of the educational requirements, employment procedures and interviewing techniques among corporations. It also provides an opportunity for the students to meet and talk with graduates of traditionally black colleges who are working in business. Travel to Mobil's New York headquarters, lodging and related expenses are paid by Mobil.

During their New York visit, private "one-on-one" sessions with a professional in each student's career choice—computer operations, accounting, public relations, personnel, marketing and so on—provide an entire afternoon of learning and seeing the actual demands of a specific job. A tour of Mobil's Paulsboro Refinery in New Jersey, with time to talk and listen to engineers and chemists, and a visit to the Eastern Marketing Division headquarters in Valley Forge, Pennsylvania, with an opportunity for questions and answers, are also scheduled during the week.

Toward the end of the week, Mobil recruiters and a college placement director counsel the students, and students are asked to evaluate their experiences so that the program can be strengthened in future years. In addition to the scheduled corporate activities, students are treated to a Broadway play, dinner in several famous restaurants, and are given time to sightsee and shop for souvenirs.

"I witnessed and participated in an unbiased portrait of one phase of the free enterprise system. I gained an insight into the world of which I will soon be a part and, perhaps one day, control. I was able to meet and talk to actual employees, so that the theoretical viewpoint I receive in school was shown to have a pragmatic aspect. And with the controversy surrounding the oil industry, I gained firsthand information concerning the immensity of Mobil's operations."

Comment of a minority student participant in Mobil's "Week in the Business World"

The success of the above program for black students led Mobil to consider a second program—this one for women in the liberal arts. Mobil invited 20 sophomore women in liberal arts from Dartmouth College to participate in a "Week in the Business World" in June 1975. Like the first program, it was sponsored and conducted by the company's College Relations and Recruiting Department and Equal Opportunity Department. To give participants a view of more than one company, the program included a day each with Bankers Trust Company in New York and with General Foods in White Plains. The program's goal was to give these young women—and through them their peers on the campus—a complete exposure to some of the many careers open to women in business.

This program was so well received that Mobil expanded it to other colleges and now limits the exposure to Mobil. The company selected a total of 20 women from 17 colleges and universities in 1976. In 1977, one sophomore woman is participating from each of 25 colleges—Barnard, Bates, Boston, Bryn Mawr, Colgate, Cornell, Dartmouth, Duke, Fairleigh Dickinson, Goucher, Meredith,

"These students came to us with a whole suitcase full of stereotypes about the business world. It was satisfying to see some of these misconceptions dispelled. But it is even more interesting to work with individuals who are beginning to learn what they are all about, and where they want to go."

Staff Assistant, Mobil's Equal Employment Opportunity Department

Mount Holyoke, C. W. Post, Princeton, U. of Rhode Island, College of St. Elizabeth, Simmons, Skidmore, Smith, Sweet Briar, Vassar, Wellesley, Wheaton, the College of William and Mary and Williams.

Career exploration for women was also the subject of a Business Career Forum for Undergraduate Women, held in 1976 and jointly sponsored by *Citibank* and the Center for Research in Career Development, an arm of the Columbia University Graduate School of Business. The purpose was to give young women a better idea of exactly what is involved in business and to encourage them to take further training through the M.B.A. program before they embark on business careers.

About 220 young women (and a very few young men) enrolled. They came from 12 predominantly female eastern colleges. The all-day forum included a welcome by William I. Spencer, president of Citibank, two keynote speakers—sociologist Cynthia Fuchs Epstein in the morning and Citibank's consumer-affairs expert, Bess Myerson, in the afternoon—panel discussions and roundtable groups. Transportation and lodging costs were paid by Citibank.

At lunch, and during the roundtable sessions, students had an opportunity to discuss special concerns with Citibank personnel and visiting guests from other companies, as well as with representatives from a number of graduate schools of business.

It would seem from the enthusiastic reception accorded these programs by students and colleges alike that more corporations should be interested in initiating similar programs.

2. Cooperative Education

Thousands of corporations all over the country are offering over 200,000 students in nearly 1,100 colleges an opportunity to get firsthand experience in business through cooperative education programs. It is called "cooperative education" because it is dependent upon the cooperation of the corporations and the colleges to provide a total education program.

Generally, the program works in this way. Following the freshman year, the coop student will spend two or three semesters (or quarters) in a paying job related as closely as possible to his major. The rest of his time is spent on the campus studying. Many colleges award students degree credit for their work experiences so that they can graduate in the normal four years. In those programs where the student is away from the campus for three or four semesters working and where credit is not given, it usually takes five years rather than four to earn a degree. But it is well worth the extra time.

For students who have a clear idea of their ultimate career goal, opportunities are provided for work in their chosen fields. Many get a head start in their careers by making contact with employers for whom they continue to work after graduation.

For students who do not have a clear career objective and who are seeking to orient themselves to the world of work, a series of assignments can be arranged to provide a breadth of experience.

On the average, coop students earn $135 or more a week, or more than $3,000 in a 26-week period. For students with limited finances, these earnings are an important contribution to the cost of their college education, which otherwise might be beyond their reach.

For employers, cooperative education helps prescreen and recruit future full-time employees less expensively than through traditional methods.

For the colleges and universities, cooperative education leads to better utilization of physical facilities and considerable savings in building costs. With half the students off campus at any given time, twice as many students can be accommodated.

"The returns on our cooperative education program are numerous and varied. On the job, the students normally learn faster and are able to do more demanding work sooner. After graduation, students tend to return as permanent employees. Since 1970, 73.3% of graduating program participants have returned to full-time positions with Aetna. Perhaps more important, former coop students have maintained a retention rate of 76% in six and a half years."

Bruce T. Wright, Cooperative Education Coordinator, Aetna Life & Casualty

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One of the country's largest cooperative education programs is that of *Northeastern University* in Boston. Almost 8,000 of its 30,000 students are enrolled in cooperative education programs in such

fields as business, education, the health professions, humanities and fine arts, physical sciences and mathematics and social and behavioral sciences. The university also maintains a counseling service and operates workshops through its Cooperative Education Research Center for colleges and universities that are considering a cooperative education program.

3. Internships

Another avenue for career exploration is the business internship. An internship can be an integral and relevant part of the student's education and development. It can provide him with an opportunity to enrich his academic studies, to explore career possibilities and to learn firsthand about business and how it functions. The student gets a chance to test academic interests against actual business experience, to gain an understanding of self and a tolerance of people with different values and goals, to gain maturity and self-assurance. Through experience gained outside the academic setting, a liberal arts student gets an objective and fresh look at college and widened appreciation of the value of his studies. As a Brown University student intern in the Venture Program put it, "A work-study type of experience allows for time to consider possibilities rather than rushing through and perhaps wasting a very expensive education."

An internship program offers the corporation an opportunity to take an in-depth look at potential employees without any obligation or expensive commitment, to share an educational experience with interested and qualified students and to broaden and enhance corporate-campus relationships. Moreover, in some instances, the work accomplished by the student may be greater in value than the salary paid for it. Not the least of the benefits to the corporation is the understanding of the corporate world and of the company that the student takes back to the campus.

"The overriding consideration is that the experience prove of value to both the student and the employer. That means that employers structure the programs to involve students in serious and responsible ways. The contributions of students become important, and the benefits to employers can more than compensate for the salaries they pay and the added attention they give to students."

From a College Venture Program brochure

Newspaper Fund, Inc., Internships

Two internship programs—one for copyeditors and one for reporters—are sponsored by the Newspaper Fund, Inc. This fund is supported by Dow Jones & Co., Inc., and other news organizations. More than 100 newspaper companies cooperate with and benefit from the fund's program. Both internship programs attempt to fill a gap in the normal recruiting patterns of newspapers. Both are for the summer after the students' junior year.

Reporting internships are awarded to students attending liberal arts colleges where no formal journalism education is offered. Many of these students work on their college newspapers but would normally not have a chance at an internship and would not be encouraged to consider news work as a career. In 1976, 20 students with a liberal arts background worked as reporting interns for 12 newspapers. Each student was granted a scholarship of $500 when he completed the summer internship and returned to school.

Editing internships are awarded to juniors majoring in journalism. Prior to their summer jobs, the Newspaper Fund provides the interns with intensive training programs at one of four universities. The art of quality copyediting is stressed, individual newspaper styles are learned, the importance of good news judgment is emphasized, and quality and speed in headline preparation are developed. Upon completion of their internships, copyediting interns receive a scholarship of $700. In the summer of 1976, 40 editing interns worked for 39 daily papers and one wire service.

American Association of Advertising Agencies Minority Internships

More than a dozen New York and Chicago advertising agencies offer internships to minority students during the summer following their junior year. The program is under the direction of the Special Committee on Equal Employment Opportunities of the American Association of Advertising Agencies and is operated through the New York and Chicago councils. It is designed to provide student interns with a realistic job experience in an advertising agency and an overview of the agency business to help them formulate their career plans.

A secondary objective of the program is to increase the awareness of the advertising-agency business among minority college students. Interns returning to school are in a position to discuss with their friends and classmates how an advertising agency operates and what the career opportunities are in the agency business.

"Our newly acquired knowledge and insights have forced us to take a good look at our futures. Whether or not we choose the advertising business, this program afforded us the opportunity to rethink our career objectives."

Student in the Minority Internship Program, American Association of Advertising Agencies

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Intern positions are determined in most cases by the needs of the participating agencies and include assignments in account management, art direction, copywriting, research, media, T.V. production and so on. In addition to the job assignment, the entire student group in each city attends weekly seminars held at various participating agencies when specialists from the host agency discuss in depth one specific agency function or department. Students also go on field trips to T.V. network studios, commercial production facilities and typographers.

During the ten weeks of the internship, students receive a salary of $135 a week. Dormitory facilities, paid for by the participating agencies, are provided for out-of-town students where necessary. Round-trip transportation costs are paid for one trip from the student's home or college.

National Urban League's Student Internship Program

The Student Internship Program of the National Urban League is designed to provide students from the predominantly black colleges with credit-bearing, professional-level work assignments in industry and government during the summer months. Academic credit is given in varying amounts (3-6 hours), with the number of credit hours depending upon the nature of the assignment, as well as the participating school.

The College Venture Program

The College Venture Program has placed more than 400 liberal arts students in internships in business and industry, government, social agencies, communications, environmental programs and other fields. It is operated through the Institute for Off-Campus Experience and Cooperative Education at Northeastern University.

This program was begun in response to the anxiety many liberal arts students feel about the relevance of their studies to the work they will be doing after they graduate. The colleges still put primary emphasis on scholarship and scientific research, yet many students plan to enter business. A kind of educational cultural lag has appeared which the colleges are anxious to correct without violating the high standards of the liberal arts curriculum. The College Venture Program may be a partial answer to this problem.

The program currently has a membership of more than a dozen independent colleges and universities in the Northeast, including Bates, Brown, Colby, Colgate, Connecticut, Cornell, Hampshire, Hobart-William Smith, Trinity, Tufts, Union and Wesleyan. Each pays a fee of $4,000, which entitles their students to meet with Venture representatives and counsel with them on their objectives and interests.

"I am indebted to the Venture Program and General Foods for giving me a chance to watch firsthand some truly model working women. I have found a field which fascinates me (Brand Management), and it grew out of learning various job functions at G.F. If I fall short, as I may, I will seek to enter a field that will involve communications skills. I learned to use the tools of expression and analysis which I developed as an English major in college in a practical job situation."

Dartmouth coed student intern in the Venture Program

Each student is provided with a number of internship opportunities. It is up to the student to follow up with prospective employers. The Venture representative remains the point of contact for students during the entire process of applying for and interviewing for a position and during the time spent in the internship. Early grants from Exxon Education Foundation, Lilly Endowment and Carnegie Corporation helped establish the program.

Item: The College Venture Program expects to be self-supporting through college fees by 1980. Until then, it must have foundation and corporate

support to continue. Here is an opportunity for a corporation to help continue a proven program.

Corporate Internship Programs

The *St. Paul Companies, Inc.*, takes several student interns each year for specific projects from nearby colleges in Minnesota—Macalester, St. Thomas, St. Catherine, Carleton, St. Benedict and St. Cloud State University. During the summer, the Employee Relations Division checks with company department heads to see if they have worthwhile and meaningful projects that may not get done because of a lack of time but that could be done by a college senior. The projects are then presented to the schools, and they refer applicants. Those hired are paid about $4.00 per hour and work between 15 and 20 hours each week. They also receive college credit.

Each internship lasts a minimum of one semester and can continue past that if work remains to be done and the student has time. These students are not required to work for the company after graduation and generally do go on to other employment or to graduate school.

"We normally have three M.B.A.s from Rutgers University working in our business areas as regular employees during mid-semester periods. This has helped to strengthen our ties with the school, and the students evidently appreciate the early experience."

John T. Connor, Chairman, Allied Chemical

The newly established *General Motors* Scholarship Program has, as an integral part of the program, a summer internship arrangement under which a GM scholar works with a GM division two summers before graduating.

Rhode Island students who are members of minority groups are eligible for *Industrial National Bank of Rhode Island* work/study scholarships. In addition to scholarship aid, students are given part-time and/or summer jobs during their college careers at the bank.

United California Bank's Scholarship and Work-study Assistance Program, known as SWAP, provides grants, loans and part-time jobs for community college students from middle-income families to enable them to complete their junior and senior years in a private four-year college. The work part of the program is designed to give students an in-depth experience in as many facets of banking as possible in two years. Orientation classes expand exposure to bank functions.

Council of Better Business Bureaus Internship Programs

Another program designed to give the student a better understanding of business is the Council of Better Business Bureau's H. J. Kenner Internship Program. Students work at CBBB offices in New York or Washington for a specified length of time in order to become familiar with business self-regulatory efforts.

A number of local bureaus also have established internship programs. Grants from corporations make the programs possible.

The *Better Business Bureau of Metropolitan New York* has a program that provides a much needed service to the consumers of New York City and Long Island. Student interns—undergraduate juniors or seniors majoring in business, home economics, consumer relations and related fields—participate for one semester, working six hours a week for 15 weeks at the bureau. Their time is spent answering consumer inquiries and complaints over the telephone and by letter and in evaluating "truth-in-advertising." Each student intern also takes a special seminar at his college based on the work of the bureau.

". . . Perhaps the most impressive benefit was one we had not foreseen—changing attitudes toward our business system in a positive direction. The attitudinal change seems to happen because the students see that the bureau itself is financially supported by responsible business; that we attempt to mediate business-consumer conflicts in a genuinely impartial manner; and that most businesses attempt to deal fairly with consumers."

Executive Director, the Education and Research Foundation of the Better Business Bureau of Metropolitan New York

Each student intern receives an honorarium of $225. In the New York bureau in 1975-76 and in 1976-77, funding from corporations, foundations and individuals made it possible for about 60 students to participate in the program each year.

College and University Internship Programs

Many colleges and universities have established internship programs for their students.

The Career Oriented Value Education (COVE) program at *Saint Louis University* in the College of Arts and Sciences includes a wide variety of internships in more than 50 corporations, municipal organizations and other institutions. The student interns get class credit but are not paid.

At *Emory University* in Atlanta, the Developing Interests in Career Experience (DICE) program offers the student and host companies a number of options: career coaching, externships, internships, summer employment. Initial funding for the program came from the Alcoa Foundation.

For the first option, career coaching, an appropriate executive from the host company agrees to be accessible to counsel the student who is seeking information about the working world.

An externship gives the student an opportunity to meet with people who perform various responsibilities in a business or professional organization and to learn something about what each career entails. This is a sort of "look-over-the-shoulder" experience. The student extern meets with the company on a regular basis, three to five hours per week for a six- to eight-week period.

An internship provides a student with a period of productive employment mutually beneficial to host company and student. Work tasks are compatible with the student's academic and/or career goals and take place during the course of an academic term. Salary and time commitments are arranged between the company and the intern.

Summer employment provides students with full-time or part-time summer employment that will enhance, but not be restricted to, career goals.

A by-product of year-round operation at *Dartmouth College*, begun in 1973, is the "Dartmouth Plan," under which freshmen attend the college in the conventional manner but after the first year can choose which terms to be in residence. This creates an opportunity for the student to seek employment during the fall, winter or spring terms in a field where his career interest lies. The timing of a job can thus be flexible, helping the student to find the kind of work he or she wants. The program also provides a supply of trainees for industry at times different from that when most college students are seeking such jobs.

A career internship program began at *Connecticut College* in 1973 under the joint sponsorship of the Alumni Association and the Career Counseling and Placement Office. It offers interested students the opportunity to spend all or part of the January vacation working without pay alongside cooperating Connecticut College alumni and friends of the college in a wide variety of career fields, including banking, publishing, law, social service and fine arts.

Bryn Mawr College offers its students both internships and externships. Whether working in urban relations at Bell Telephone Company of Pennsylvania or in community affairs at the Pennsylvania Power & Light Company, to cite two examples, interns participate in rich and challenging projects in business.

Externs explore career options during shorter breaks in the academic year as "shadow" colleagues of business and professional persons, following them through their day's work. Externs have been placed with executives in the international division of First Pennsylvania Bank and the central research department of E. I. du Pont de Nemours and Company, to name but two companies that are participating.

The Humanities Internship Program of *Scripps College*, a liberal arts college for women and part of the Claremont College System in California, placed 10 students in business and professional offices in the Los Angeles and Pomona Valley area during the program's first experimental year, 1975-76. Each student worked directly with an experienced, interested professional called an "associate." These associates came from various fields. The students developed a familiarity with the associates' fields by observing the work place and reading a selected bibliography. With the assistance of the college faculty and associates, each student designed a contract outlining the objectives for her internship project.

Each intern devoted the spring semester to the project, spending at least half the work week in the office with her associate, often as an administrative or research assistant. In addition, each student had the opportunity to perform independently in a project summarizing her work experience as related to the humanities.

At a weekly seminar, interns raised issues of wider humanistic concern to link their individual work experiences to their liberal arts education.

At the *University of Illinois*, the Department of Agricultural Economics in the College of Agriculture has two student-based programs involving banking and business. Under the Agricultural Finance Protégé Program, each student in the agricultural finance class is assigned to spend half to one day with an active agricultural lender somewhere in Illinois. Under the Agricultural Finance Summer Intern Program, agricultural lending organizations make internship positions available to students during the summer months. Students participate during their senior year and receive credit for completing work mutually agreed upon through consultation with the instructor.

At the University of Illinois's College of Fine and Applied Arts, as part of its recently established double masters program for Master of Architecture/Master of Business Administration, the Department of Architecture offers an architectural process internship for students who have completed 12 units of work in the program. Students serve as paid interns in various architectural firms where they spend the summer analyzing the structure and operation of the firm.

International Internships

In addition to the many internship opportunities available to American students in this country, the international student organization known as AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales) searches out internship opportunities all over the world resulting in an international exchange of several thousand students each year. Student chapters on more than 60 campuses in the United States are active, and with the help of a small national student-run office find about 300 internship positions for foreign students. AIESEC students in foreign countries do the same, providing the same number of U.S. students with internships abroad. The exposure to the foreign country and its people—made possible in part by special programs arranged by student host committees—often is even more valuable than the work experience. Increased international understanding is one major benefit.

The internship positions last from 2 to 18 months. The student may work in the company's regular training program or rotate through several departments. He may be assigned to a particular department or to a special research project allowing for creativity and individual initiative.

Companies in the United States pay the student intern a working stipend of $125-$175 per week net of taxes. Companies are also required to pay a small administrative fee to AIESEC-U.S. for each foreign intern placed. In return, AIESEC handles all matters relating to visas, transportation, insurance and housing, and provides a social and cultural reception program.

"While we have been impressed with the ability of our AIESEC trainees to perform valuable services for Industrial National Bank, we also recognize an important intangible benefit we receive from the AIESEC program. Each of our trainees has offered us a fresh perspective on business, banking, economic, political and social issues overseas and even here in our own country. We believe that such exposure is mutually beneficial for both our trainee and ourselves."

International Officer, Industrial National Bank, Providence, Rhode Island

4. Other Programs that Bring the Student to the Business World

Southern California Gas Company

"They don't really care about the environment or public safety. It's merely lip service they give. You'd have to be awfully gullible to believe them."

Statements like this, made to representatives of Southern California Gas Company speaking at college gatherings, sparked the company to begin a new program. It formed an Intercollegiate Advisory Council, with six students from different campuses serving as members.

The students—campus opinion leaders—were hired by the company for a two-month period to study all facets of the company. They interviewed top officials and blue-collar workers, visiting offices and plants. "The people I spoke with attempted to be forthright and honest with me," said one student, "and I never did find even a second-rate scandal in the company's recent history. Instead I found a company which is responsible, enthusiastic and dedicated to its work."

The results of their study were published by the company in a booklet entitled "As Others See Us." Both the students and the company were enthusiastic over the program, and it is the hope of Southern California Gas that its experience will encourage other companies to invite students to view their operations.

"We hoped the students would help close the gap that exists between the business and academic communities—a difference of opinion that is due primarily to misinformation and misunderstanding. We also hoped they would be honest with us about what they thought of us, based on their observations. That kind of feedback is invaluable."

Jon B. Riffel, Public Relations Vice President, Southern California Gas Company

California Institute of Technology

A pilot program begun by the California Institute of Technology at Pasadena, funded through a Metropolitan Life educational grant, called for 12 graduate students to visit industrial facilities to learn about the business world and to tell business people about Caltech's education and research.

Each student developed a proposal, in cooperation with his advisor and other faculty, for a program of two visits to industrial laboratories having concerns related to the student's research interests. On the agenda for discussion were the exchange of ideas about managing technological developments affecting business, formulating strategies for using the results of basic research, summarizing the current status of particular fields of research, and planning the investigation of specific problems. Each visit lasted one week, following which the student wrote a summary report and in some instances presented a seminar to other graduate students, thus extending the benefits of his experience to other students and faculty.

The program began in the summer of 1976, continuing through the academic year. It benefits all of Caltech by creating a new avenue for understanding industrial needs for technology and Caltech's relation to these needs. It benefits the business community through added contact with an institution whose faculty and students are at the leading edge of scientific discovery. If successful, the pilot program will be expanded.

Smith College

As the opportunities for lifetime careers in business and industry have expanded for women, so has student interest grown in the study of economics at this private liberal arts college for women. Indeed, the basic course—"The Structure and Functioning of the American Economy"—has the highest enrollment of any course offered by Smith College.

A new project to improve and expand the practical basis for the teaching, study and understanding of economics was put together by faculty and students recently. The project involves a series of scheduled, on-site, seminar-type visits by Smith economics faculty and students to about 50 industries, business and financial institutions in Western Massachusetts as a requirement of certain economics courses. It was funded through a Metropolitan Life educational grant.

To prepare for the program, in the spring and summer of 1976 a small task force of economics faculty and students made up an inventory of companies in Western Massachusetts within a 75-mile radius of the college. They visited some 100 companies and discussed with their management the possibility of cooperating with Smith in its economics teaching-study project.

On-site visits were then made a part of the requirements of certain economics courses for the ensuing academic year. More than 250 students participated in the program, visiting about 50 companies in small groups.

Among the subjects discussed during the visits were the relation of a given company to the total economy; the structure of the industry in which the firm operates; the problems of obtaining and training labor, union relations and negotiations; the design of production processes; research and product development; and the techniques of marketing. Finally, the students and faculty considered with corporate management the elements of background, education, experience and quality of mind that enter into the judgment and decision-making capability of managers.

5. Programs Where Students Counsel Business

Students may also visit the business world to work on projects where they have specialized knowledge lacking in the company or to add their research skills to those of company personnel in solving problems.

Small Business Administration Programs

About 20,000 students at 400 colleges and universities around the country participate in the Small Business Institute programs of the federal Small Business Administration (SBA). They counsel about 10,000 businesses each year. In the New

York City program, the schools of business at Pace University, Manhattan College, Baruch College (of the City University of New York), St. Francis College, St. John's University, C. W. Post College and Hofstra University participate.

The SBA identifies the small businesses that need management help, giving preference to those with SBA loans. It then calls on them with a faculty member from a participating school, the SBI coordinator, to identify problems that need to be solved. The faculty member then assigns a team of two or three students to counsel with the business. After the faculty member introduces the students to the business, the students are on their own—although faculty members are available if they should run into a problem they can't solve.

Normally, counseling lasts for a semester. SBA gives the college or university $250 for each business it counsels, and the school often reimburses student expenses from this amount. Students may spend as many as 10 hours a week in counseling — translating theory into practice, and learning the realities of operating a small business.

Each school counsels an average of 20 businesses a year, but some counsel many more. For example, the College of Business Administration of the University of Illinois (Chicago Circle campus) provides counseling to approximately 50 small businesses per year. Here business students may register for a special course in which they are formed into teams, each advising a single firm.

The Urban Business Assistance Corporation of New York University

A business school sometimes sets up its own program, and students may also act on their own initiative to put their academic knowledge to practical use. One example is the Urban Business Assistance Corporation (UBAC) of New York University.

UBAC is a student-operated, nonprofit, management consultant firm. It seeks to identify and assist those minority businesses that will create a positive economic impact in their respective communities by creating new jobs and generating a substantial amount of new income within the community. Student consultants apply their business training in accounting, finance, management and marketing and sales to real-life problems confronting minority businesses. Assignments include preparation of loan packages, marketing feasibility studies and preparation of financial statements.

UBAC is supported by a number of corporations, including Atlantic Richfield, Chemical Bank, Citibank, Exxon, General Motors, IBM, Lever Brothers, McGraw-Hill, Mobil Oil, Morgan Guaranty Trust and Western Electric.

Other Special Projects

Other forms of service to business and industry that bring the student into the business world involve specific projects, often in research areas.

The *Honeywell Foundation* in Minneapolis asked the *University of Minnesota* Graduate School of Business to review its existing grant-selection policies and techniques and see if it could put them on a more objective basis. A team of five students produced a "two-level decision tree" that did just that. The branches of the tree correspond to specific criteria and features of the proposals received. Each request can be scored to determine its rating against all other requests in the same category.

A group of engineering students from *Worcester Polytechnic Institute* participated in implementing a stack emission control system for power facilities owned by *Norton Company*.

The dean of the Communications School at *Fairfield University* in Connecticut and five graduate students assisted in the preparation and presentation of a film and slide program for *Berol Corporation*, the largest pencil manufacturer in the world. The program was shown at the international meeting of the Writing Instruments Manufacturers Association.

When the *Abbott Laboratories* plant cafeteria in North Carolina needed renovation, an art major at nearby *St. Andrews Presbyterian College* surveyed employee and management preferences, then designed and executed the improvements.

Programs that bring students into the business world are among the most productive in creating understanding between students and industry. A student can read economics, politics, French—but nothing can provide the same understanding of a subject as direct participation.

In future years, no matter what career a student may choose—politics, scientific research, teaching —the understanding gained through such an interface with business will remain with him.

Chapter V.

The Professor Encounters the Corporate World

Just as there are programs that take the business executive to the campus to lecture, attend conferences and seminars and counsel with students and administrators, so are there programs for college and university administrators and faculty that give them active roles in the world of business.

Traditionally, academicians have served on the boards of directors of many corporations, and this activity appears to be increasing. A recent survey of 407 large companies showed that 42.7 percent had academicians on their boards in 1975, up from 34.9 percent in 1973.* Two recent Cabinet appointees from academia were directors of important companies. Juanita Kreps, an economics professor at Duke University, at the time of her appointment as Secretary of Commerce was on the boards of J. C. Penney, Western Electric, R. J. Reynolds Inc. and the North Carolina National Bank Corporation. Harold Brown, president of California Institute of Technology, was on the boards of Schroders Ltd., IBM and the Times Mirror Corporation when appointed Secretary of Defense.

A second traditional area of academic/corporate interface is research. Corporate and academic laboratories have long cooperated in the search for new knowledge and its application. Contracts for applied research projects are common on university campuses, with academic and corporate research personnel working together both on the campus and in the corporate laboratory.

Today, however, new avenues are opening up for visits of college and university presidents, deans and professors to the corporate world. They come to exchange professional knowledge, to strengthen skills and update technical background, to learn of career trends and opportunities for students, to win a deeper understanding of the corporation, its role in society, its executives and employees.

*Kern/Ferry International Survey data.

1. Fellowships and Work Opportunities in the Business World

Atlantic Richfield Company/Kansas State University

A cooperative venture dubbed "Project Exposure" began in August 1974 when John L. Zimmerman, an ecologist and associate professor of biology from Kansas State University, received a grant from the Atlantic Richfield Company (ARCO) to work as a corporate-level staff ecologist in the company's environmental protection department for one year. He was given full responsibility for a preliminary study on how the company's George

> **"It's high time the two (business and the university) put their knowledge and expertise together and become partners in the unending search for better ways to serve society, and that's what 'Project Exposure' is all about."**
>
> ***Dr. Robert Robel, KSU Professor of Biology***

West Uranium Mine near Corpus Christi, Texas, could affect the physical, biological and cultural environment of the area. Approximately one week each month was spent at the mine site collecting data, with the rest of the time spent in Los Angeles researching the literature and interpreting the findings for the company's managers.

Both ARCO and KSU felt the experience to be of benefit, a very successful blending of the academic community with industry. The visiting professor considered the job an "opportunity to go where the action is." He was pleased with the responsibility he was given and expressed satisfaction that he was able to get in at the beginning of a new project and go through all the steps necessary to satisfy not only the legal aspects of environmental concerns but also those ecological concerns not covered by law. The experience also benefited his teaching, providing much that could be put to use in the classroom. A news release from KSU after the professor's return noted his statement that academia and industry have a lot to offer each other. "Ecologists who graduate need jobs and financial support, which industry can provide. Industry needs environmental advice, which ecologists can provide."

As a continuing part of Project Exposure, a new course, "Industry and the Environment," was offered in biology during the spring semester 1976, with eight members from Atlantic Richfield helping to teach. In coming years, it is hoped that further KSU faculty members will join the staff of Atlantic Richfield, and that scientists, consultants and managers from industry will lecture at classes and workshops at K-State. The hope has also been expressed that similar programs will spread to other universities and other industries.

General Motors Corporation also makes available to faculty opportunities within the corporation. It recently arranged for a professor of mechanical engineering from Iowa State University to spend one year with GM divisions concerned with manufacturing engineering and materials development and processing. He is now back in the classroom and has commented on how the practical industrial experience has aided his teaching. Similarly, a University of Michigan professor is currently employed at Detroit Diesel Allison Division for a one-year period.

The *Exxon Education Foundation*, established by the Exxon Corporation in 1955 as a nonprofit corporation aiding higher education in the United States, has been staffed entirely with professional educators from colleges and universities since 1972. Two staff members are professors on two-year leaves from their institutions. The purpose of this innovation is to increase direct contacts between the Exxon Education Foundation and the academic community. Through the two-year appointments of professors to the staff, the program also provides for bringing new personnel on a regular basis into a relatively small staff organization.

These programs have brought faculty into corporations and corporate foundations for a year or more; other programs are of shorter duration.

Marathon Oil Company's Fellowship Program

The Marathon Fellowship Program is open to faculty members and administrative officers engaged in academic work related to activities of the company. The program encourages educators to accept temporary employment, normally during the summer months, to become familiar with the operations of Marathon Oil Company and to exchange professional knowledge with management, supervisors and individual employees. The objectives of the program are threefold: to increase the general, social and economic understanding between education and business, to provide an organized method of giving indirect financial aid to education, and to foster closer relations and working arrangements with colleges and universities.

Fellowships are established in the fields of oil exploration, production, transportation, refining, marketing and research, as well as in the supporting services—legal, finance and administration. Selection of the fellows and management of work assignments are the responsibility of the company manager who sponsors the fellow.

Before they start their work assignments, Marathon fellows attend an orientation program that helps them become acquainted with the company and provides an opportunity to meet company officers and managers.

Each fellow receives a monthly rate of pay equivalent to the monthly salary paid to the educator by his school. In addition, reasonable relocation expenses, housing, travel related to the assignment and an allowance to compensate for added expenses are provided.

E. I. du Pont de Nemours and Company selects five engineering professors from various colleges and universities (currently Delaware, Villanova, Penn State and Cornell) to work part-time at the company (averaging about one day a week each). The academicians gain an insight into the practical requirements of engineering from an industrial viewpoint. The company's Engineering Department also has a student intern program, cooperative with the University of Delaware, wherein the students earn master's degrees by course work plus working at Du Pont under the direction of a senior specialist.

"We invite college professors during the summer to work in our operations. Their direct contact with the real business world increases their recognition of the close interdependence of a free system and technological advance."

Gould Inc. Annual Report for 1976

In the summer of 1977, a William Rainey Harper College professor will be a summer participant in the "Ryerson Plan," a program of *Joseph T. Ryerson & Son, Inc.*, a subsidiary of Inland Steel in Chicago. Under the plan, teachers are hired for summer employment at each of the company's 26 plants. The Ryerson program, which is aimed at the secondary-school teacher primarily, is designed to give each teacher an opportunity to learn how the private enterprise system really operates in its business. Harper College—a public community college enrolling some 20,000 students from communities in the northwest suburbs of Chicago—plans to encourage summer hiring of faculty by local industry as a part of the college's four-phase Education/Industry Interface Program.

Koppers Company "Reverse Visiting Fellows Project"

The participation of Fletcher Byrom, chairman of Koppers, as a visiting fellow on several campuses in the Woodrow Wilson National Fellowship Foundation program created the opportunity for Koppers to conduct a "Reverse Visiting Fellows Project" in April 1976, under the auspices of the WWNFF. The experimental project brought a small group of liberal arts professors into the corporation for a week of involvement and observation of the actual operation of the business.

"Our idea was that both Koppers and the academicians could benefit substantially by the interchange of ideas that would occur, with the realization that all parties would carry their impressions back to their respective environments where they might have substantial influence on the attitudes and behavior of students, associates, etc."

R. R. Wingard, Vice President, Koppers Company, Inc.

Particular emphasis was placed on the corporate decision-making process and on the impact of government regulations on corporate operations.

Three professors from Lake Forest College, a liberal arts college in Illinois, were selected to participate. They were an organic chemist, who is also a senior member of the chemistry faculty and environmental consultant to several business organizations; the chairman of the Department of Economics, who is a specialist in antitrust and related federal regulations; and a political scientist, who is also a theologian and author.

All three faculty members stated that the information and insights they had gotten during the week were immediately useful to them in their teaching. "Such a candid inside view of a corporation," said one, "should bring more reality to theoretical discussions in economics classes. . . . It was particularly valuable to sit in on a division-level discussion of a current problem."

The professors felt three things contributed to the visit's success—the openness of Koppers executives and freedom to ask questions; the unifying theme of the visit; and the blend of faculty members with their diversity of disciplines and backgrounds.

Koppers executives are now considering ways in which the group of visiting faculty might be enlarged to achieve a greater multiplier effect. Such a program needs substantial planning and time involvement of many executives who must interact with the visitors.

National Urban League Summer Fellowship Program

More than 150 major corporations and government agencies participate in the National Urban League's (NUL) Summer Fellowship Program. This program places faculty and administrators

from the predominantly black colleges in summer jobs related to their academic disciplines. The companies select faculty from an applicant roster supplied by NUL. Assignments last from six weeks to three months. The company pays faculty members a salary based on their monthly salary at school, a 15-20% cost-of-living allowance and round trip travel.

For some professors, this program provides their first real exposure to either a corporate or government operation. For others, it offers an opportunity to engage in their professions away from the traditional academic setting. With a deepened understanding of industry and its needs for manpower, black faculty return to their campuses better prepared to counsel students on today's emerging career trends.

"One of the problems we faced (at Jackson State College) is that nowhere in the entire state of Mississippi did I have access to the kind of sophisticated computer equipment one finds in the nation's top corporations. These are the kinds of corporations that support the League's program. And, as a professional, I would suffer; as a teacher, I would fail, unless I constantly get back into the mainstream of my field."

A Professor of Mathematics at Jackson State College and National Urban League Summer Fellow in Industry

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The program has other benefits, too. These include increased corporate recruiting efforts on campus, research and equipment grants, the development of curriculum and a much greater mutual understanding. This last point is especially important as companies hire more minorities to train for management positions and as more minority members seek a future in business.

After the NUL fellows in banking, finance and economics complete their summer assignments, they attend a week-long seminar underwritten by the American Bankers Association. Here the fellows evaluate and discuss issues germane to their academic disciplines.

U.S. Chamber of Commerce / American Council on Education Program

The United States Chamber of Commerce and the American Council on Education are cooperating on a pilot program tentatively planned for 1978-79 for short-term exchanges of professional personnel between colleges/universities and business corporations. ACE's Cooperative Personnel Exchange will select faculty members and administrators for six-month-to-two-year corporate assignments. Some will be given line managerial responsibilities in sales, budget, advertising, market research and other operating divisions. Others will be concerned with research, engineering, law, staff development and corporate relations. A maximum of 20 faculty members will be selected for the pilot year of the program.

College and University Programs for Faculty Participation in Business

Colleges and universities are seeking opportunities for faculty to participate in off-campus projects where they can learn, rather than work, where they can expand their horizons and get a fresh outlook before returning to teaching. Like sabbaticals, or perhaps sometimes in place of sabbaticals, such programs will provide a change from the daily routine and enrich faculty experience.

The *College Venture Program* has requested a grant from HEW's Fund for the Improvement of Postsecondary Education to support, partially, two faculty members in the liberal arts on sabbatical leave from each of four different campuses. The eight men and women would spend six months or a year in a paying job instead of in further professional study. The object would be for them to return to their teaching more keenly aware of the relevance of a liberal education to career preparation in business, government, social science, communications and other fields. The Venture Program is also active in seeking student internships in business (see Chapter IV, page 35).

A faculty renewal program undertaken by *Macalester College*, a liberal arts college in Minnesota, with funding from HEW enabled 13 professors to broaden their experience through off-campus jobs. The program encouraged faculty members in the traditional disciplines of the liberal arts to deepen their acquaintance with activities and organizations in the community.

Faculty members developed part-time relationships with businesses, public agencies, institutions and programs in the community. They served as participants, observers and inquirers, rather than as consultants. Four professors worked in business operations.

A professor of mathematics was able to see linear programming applied in a technical setting at *Northern States Power Company*. In addition, he broadened his perspective on energy and environmental issues by learning how a power company responds to public-policy questions.

A sociology professor interned with *WCCO-TV*, primarily with the public affairs unit. Project benefits from this experience included acquisition of videotape skills, incorporation of video materials into instruction, training skills for videotape as a research technique and possibilities for student-initiated development of video materials.

A professor of speech communication and dramatic arts worked with a division of the *3M Company*. One of his objectives was to improve the way 3M trains its people in communications and decision-making; another was to develop communications and decision-making materials simulations and games for instruction. He also helped develop student internships and strengthen both academic and career advising. The experience led to a revised 3M course that will now deal primarily with organizational communications and to the development of student internship opportunities.

A biology professor interned with the science editor for the *Minneapolis Tribune*, emphasizing research and writing problems and styles in science reporting. He also consulted informally with members of the English and Journalism Departments at Macalester who have interests in developing resources for scientific and technical writing.

At *Occidental College*, a foundation grant is being sought for increased involvement of faculty in Los Angeles corporations and other organizations. The college feels that teaching and learning on the campus would be greatly enhanced through additional involvement of faculty in off-campus experiences. For example, members of the economics faculty can gain experience and knowledge in banking and business concerns; in political science, in government; in sociology, in social service or community agencies; in science, in research activities of nearby industrial firms; and faculty in the humanities, in the film and communications industry. The proposal calls for the faculty member to continue his teaching at a reduced level while participating on a part-time basis in outside activities.

"One might observe that while the ivory tower of Academe has never been as tall or as distant as imagined, it is more than ever necessary today to have its windows opened on the world. We think the kind of arrangements we wish to establish would contribute to that end."

Richard C. Gilman, President, Occidental College

Faculty Visits for Career Information

Career information that can be passed on to students is one benefit of programs that bring faculty into the business world. Some colleges make arrangements for faculty visits to industry to broaden their knowledge of new directions in employment that may be useful to their student body.

The new Career Preparation Program initiated by *Alma College*, a liberal arts college in Michigan, includes faculty visits to executives as one feature of the program. These contacts result in greater knowledge of the nature and requirements of particular career fields which can be passed along in counseling students. The visits also improve understanding of the college by the executives.

Alma College faculty visited 31 companies, government offices and nonprofit organizations (hospitals, museums, youth organizations) during the fall 1976 semester, including the Ford Motor Company, Dow Chemical, General Telephone, Aetna Life Insurance, General Motors, Upjohn and Chrysler Financial Corporation.

2. Seminars and Meetings

Corporations may schedule meetings or seminars on certain topics for academic administrators and faculty, just as colleges and universities do. Such programs often include an opportunity for further discussions at lunch or a reception.

There is continuing contact between the *Du Pont Company* and academic community members during the year. About 50 faculty members from different universities visit corporate headquarters for a series of two-day sessions to learn of career opportunities within the company. More than 100 academicians are retained as consultants to add to the technical expertise at various company plants and laboratories.

Each year, *Chevron U.S.A. Inc.* invites professors and instructors from western colleges and universities to participate in a faculty forum at the company's San Francisco headquarters. These sessions are devoted to a candid, face-to-face exchange of observations and viewpoints on current petroleum industry issues between members of academia and Chevron's management.

The *Marathon Oil Company* also holds faculty forums at its Findlay, Ohio, headquarters. The problems of the "turbulent sixties—the generation gap, Vietnam, consumerism, ecology"—set the stage for this program's establishment in 1972. Eight Marathon managers and eight liberal arts professors participate in each three-day session. Marathon selects the faculty participants by writing to the deans of liberal arts schools at major universities and smaller private colleges in the company's marketing area. Marathon polls all participants for issues they consider most pertinent to the industry/university relationship.

The insights gained on both sides are valuable. The impressions of academic and corporate stereotypes are corrected; lines of communication are opened.

The public relations staff of *General Motors Corporation* conducts three-day to one-week-long programs at GM. These consist of prearranged interviews by college professors with various GM representatives on subjects in the area of the professors' research and teaching interests.

Exxon Corporation has developed "Project Antennae," a series of meetings in which distinguished figures from all walks of life, including universities, are brought in to meet informally with Exxon's top management for two to three hours in the middle of the day. The principal objective has been to enhance the understanding of the Exxon personnel, not to sell a "business viewpoint" to the visitors. Among the guests with academic affiliations have been Jerome Cohen, Charles Schultze, George Lodge, Eli Ginzberg, Irving Kristol and Lester Brown.

In May 1966 Exxon organized a Chairman's Roundtable in which ten intellectual leaders, including five from universities, met with the top executives of the corporation for an intensive three-day discussion of the relationship between business and society now and in the future.

AT&T has developed a program of bringing middle managers from business together with assistant and associate professors to discuss the similarities between a business and a college or university. This is followed by a discussion of the joint concerns and problems of the two institutions and attempts to solve some of the problems identified.

The first AT&T program took place with participants from Mountain Bell and the University of Montana meeting at a site away from both the campus and the business offices. This procedure has been used as a model for the "retreat seminar," a program of the Council on Corporate/College Communications, which is described below.

Program of Council on Corporate/College Communications

The "retreat seminar" is a model project of the Council on Corporate/College Communications, an organization sponsored by the American Association of State Colleges and Universities and a number of participating corporations. The project is designed to improve understanding between higher education and business through a shared approach to solving problems of mutual interest. It is based on the model developed by AT&T with Mountain Bell and the University of Montana.

The process is uncomplicated, but challenging to the participants. The format is flexible and highly adaptable. The cost is low—well under $1,000—but returns can be high in strengthening relationships between higher education and business.

The project involves 13 people, 6 faculty members, 6 corporate managers and a group leader. They meet three times over a period of three months.

The project has two interrelated functions: shared problem solving and shared understanding. At the first meeting or seminar—which is held in a comfortable and informal setting with some recreational facilities but no major distractions to lure participants away in the evening—participants are asked to identify problem areas within their separate institutions. The purpose is to underscore the surprising number of common problem areas. The group selects the three most important areas of common concern and assigns subgroups to develop strategies for jointly working out solutions. Finally, the subgroups prepare recommendations for cooperative action in each problem area for consideration by their top managements. In the process of working together on specific problems, shared understanding is achieved and relationships established that are productive and sustaining.

While the project appears simple, the details of format, meeting site, timetable and the selection of participants and the group leader all require careful planning.

Among those currently using the "retreat seminar" technique are Winthrop College, a four-year state college of liberal arts in South Carolina, and Springs Mills, Inc., of South Carolina; West Liberty State College in West Virginia and Fostoria Glass Company and other companies; the State University of New York at Albany and the New York Telephone Company; and George Mason State University in Virginia and a group of local businesspeople. Some of the major aspects of planning and carrying out the project are illustrated in the Winthrop College-Springs Mills example outlined here.

The Winthrop College/Springs Mills project is headed by Dr. Jerry H. Padgett, dean of the college's school of business, and Robert Moser, director of employee relations for Springs Mills. The group leader is Roy L. Lee, director of training for Springs Mills.

The participants from the college include two full professors, two associate professors and two assistant professors who teach finance, economics, biology, French, sociology and English. The corporate people include four plant managers, an attorney and a public relations staff member. All are people in mid-career, ranging in age from 30 to 50. All possess demonstrated leadership qualities and are influential among their professional peers.

The first seminar was held March 16-18, 1977, at Fripp Island, an ocean resort with plenty of opportunities for leisure activities in the non-working hours. Meals were prepared and served in one of the two beach cottages where the group lived and worked. Meetings were held in a spacious living room with comfortable furniture. The group arrived in the late afternoon and spent the first evening getting acquainted.

By mid-morning of the first full day the group had not only recognized and discussed the similarities between their institutions but had also put together a list of 16 common institutional concerns. The most important of these later agreed upon by the group were 1) meeting the wants and needs of the consumer, 2) attracting competent students and employees and 3) earning and communicating a positive reputation. Subgroups of equal college and corporate representation were assigned to each of the three problem areas, and the remainder of the meeting was spent planning how they would work toward recommended solutions during the coming months. Each of the smaller groups arranges its own work schedule.

"The meeting demonstrated the feasibility of this type of shared approach to problem solving, and I think that it can work. I had some doubts about possible success before the conference. . . . The seminar resulted in some change in my attitude toward big business and more understanding of Springs Mills and its operation."

Faculty Participant in the Springs Mills/ Winthrop College "Retreat Seminar"

In June 1977 the entire group will reassemble to hear reports from the subgroups on their findings and their recommendations for further action. A third meeting will be held soon thereafter, and a full report will be made to the management of the college and the company. Although the project is not yet completed, Roy L. Lee noted the company's satisfaction to date. "I feel we will get three solid reports," he said, "and that will be a nice benefit. But the greatest benefit so far has been an enriching experience for six people from Springs Mills."

To sum up, there are many programs that bring faculty and administrators into the corporate world to the benefit of both the college and the business sectors. Many more colleges and universities are searching for opportunities for their faculty to broaden their outlook. This is an opportunity for companies to respond with useful programs. As companies gain experience and work out schedules for faculty work assignments, seminars and visits, the number of available programs should increase, and a greater mutual understanding will evolve.

3. Postscript: The Academic Community as a Resource to the Corporation

This chapter has illustrated the potentials for increasing understanding by inviting college and university faculty people into the business corporation for the purpose of exposing them to the character and organization of the business firm, to the problems of business in various functional

areas, and to the many ways in which businesses interact with the rest of society. The common focus of the programs in these areas is that of providing information about business to the academician.

The involvement of academic personnel in the world of business is by no means new, however. The corporate community has a long history of turning to specialists in the academic world as consultants in the solution of business problems, as advisors to business in specific fields of endeavor, and as contractors for the performance of special assignments related to their areas of expertise. The common focus in these relationships is the utilization of academic talent for the benefit of business.

Despite this history, the Council believes that the corporate community has barely scratched the surface in its effective use of the brainpower available at the institutions of higher education. The more-than-600,000 professional employees of colleges and universities constitute an enormous reservoir of expert knowledge and skill that can be tapped by business in ways that would materially enhance the ability of corporations to attain their own objectives.

The intellectual capacity and specialized knowledge represented by academic faculties make up a substantial portion of the nation's resources for dealing with the problems of the day in virtually every field. Potentially this pool of talent could be harnessed by business to a much greater degree than in the past. One of the challenges facing American corporations is that of discovering new ways for using this resource creatively and productively.

Chapter VI.

Business Helps Improve Campus Administration

"Perhaps it's time for corporations to consider giving our colleges and universities something of value other than money," declared Charles E. Spahr, chairman of the board of the Standard Oil Company (Ohio), before the University of Akron Associates in early 1975. "The talents of management and employees constitute a corporate asset that could be of as great a benefit to educational institutions as financial support. Perhaps we should begin now to encourage management people to assist colleges and universities, not only as members of the boards of trustees, but by serving on task forces or accepting special assignments to improve operations or through participating in cooperative programs with members of the faculty."

Chapters II and III have shown how corporate management has participated in course innovations in economic understanding and has made itself available to play a new role on the campus. This chapter illustrates some of the ways in which businessmen and women are helping colleges and universities to make their operations more efficient.

1. Business Executives as Trustees

Men and women from the corporate world have served as college and university trustees from the beginning of time. Their primary responsibilities are general supervision of the institution, making major policy decisions and the direction and control of university funds in order to keep the institution in a state of financial stability. They act as liaison between the college or university and the larger society. They interpret the institution to the outside world, and they interpret the needs of society to the college or university.

In more recent years, with the tremendous growth in enrollment, physical plant and needs, members of the corporate community also have worked with campus administrators and faculty to bring in business techniques and equipment.

> **"Businessmen have, of course, served as trustees and as advisors on administrative matters for a long time. This kind of involvement can be highly useful to our colleges and universities now, when administrators are turning heavily to the kind of modern management procedures developed by business—examining roles, defining goals, and doing the planning necessary to achieve those goals efficiently."**
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> ***Clifton C. Garvin, Jr., Chairman, Exxon Corporation, and Chairman of CFAE in the* CFAE Annual Report 1975-76**

2. Advisory Committees and Associates Programs

The major universities, both public and private, have long had ways of insuring input from the business world into their operations, especially in disciplines of particular interest to corporations. Men and women from business serve on advisory committees in many different areas, or as members of "associates" programs or in other capacities, lending their experience and acumen to educational planning and management. A few examples are given here.

At *Tulane University* in New Orleans, the School of Engineering has a 19-member advisory board. Members are practicing engineers or engineering executives. They meet several times a year to review the operations of the school and to recommend changes they feel are needed. They also make known to the school the educational needs of industry.

Tulane's Graduate School of Business Administration has an advisory council consisting of 32 upper-echelon business executives. Meetings are held semiannually, with members available for ad hoc committee assignments and for consultation as needed in the interim. Plans are under way for activation of a visiting committee of the council, which will make an annual inspection and evaluation of all phases of the school's operations and make recommendations for improvements.

At the *University of Michigan*, a nationwide committee of 20 to 30 executive volunteers—who serve in both a working and an advisory capacity—assists the university's manager of corporate relations. These corporate executives meet on campus at least once a year to advise the staff, and they are available to assist the staff throughout the year.

The *University of Pennsylvania* is making a continuing effort to broaden the base of its informed, influential constituencies by establishing boards of overseers for individual schools and divisions, e.g., the Faculty of Arts and Sciences and the College of Engineering and Applied Science. For membership on these advisory boards, the university enlists persons distinguished by their achievements in relevant fields and leaders of related business enterprises. It is worth noting that although these boards are advisory rather than governing, the university has been generally successful in securing their active engagement in its affairs.

At *California State University-Long Beach* the School of Business Administration has a board of advisors composed almost entirely of business executives. Some departments within the school have similar boards as well.

At *Harvard University* the Corporate Relations Committee, a group of business leaders, advises the president on the mutual interests of industry and the university.

Advisory boards are not unique to the major universities. More and more liberal arts colleges and smaller colleges are inviting businessmen and women to serve on advisory committees.

At *Marietta College* in Ohio—the only liberal arts college in the nation to have a petroleum engineering department and to offer a B.S. in petroleum engineering—there is an advisory committee of 16 executives from the oil industry's major companies. Committee members serve three-year terms and meet on campus each spring to receive reports from the department's faculty. They assess the job the department is doing and suggest adjustments necessary to keep the curriculum abreast of latest developments in the industry.

"One of the biggest contributions our advisory committee makes is in giving us the advantage of their wisdom," says the chairman of the department. But, he points out, they do much more. Through having their executives on the committee, major firms are able to anticipate the department's needs. They often provide scholarships, equipment and support for faculty salaries and general operating expenses. Furthermore, because they know firsthand the quality of education at Marietta, they actively recruit its students. They hire the department's students for summer jobs as well as for permanent positions following graduation.

Each spring on the day after the advisory committee has met, the student chapter of the Society of Petroleum Engineers of the American Institute of Mining, Metallurgical, and Petroleum Engineers, Inc. (AIME) holds an all-day meeting. Four to six speakers from the industry discuss the operating problems in the region. Attended by 150 to 200 representatives of the petroleum industry from a five-state region surrounding Marietta, the meeting offers still another opportunity for corporate-campus interaction.

3. Cluster Programs

One way in which corporations have made their management expertise available to minority colleges is through the "cluster" concept. Here a number of companies work together to provide needed help. They visit the college, identify major problems, establish priorities for action and decide how the needs will be met. Cluster representatives meet periodically with faculty advisors to discuss and suggest programs of corrective action.

Each cluster includes one school—or a number of neighboring schools—and as many as 50 or more cooperating corporations. The college can call on any of the companies for help in a specific area. A large company may be involved in many clusters. For example, the Du Pont Company has about 30 employees serving as cluster representatives to 34 schools around the nation.

"As the medical center facilities at Howard University in Washington, D.C., were expanded to include a new $53 million community hospital, the staff realized they must also reorganize and condense their growing student records.

"So, naturally, they placed a call to their 'Cluster' group for help. Shortly, a member of Du Pont's Information Systems Department was on campus to recommend ways to set up a new computerized record-keeping system."

***Excerpt from* Du Pont News**

At *Tuskegee Institute* in Alabama, the Business/Industry Cluster has a membership of more than 70 firms working closely with the Institute in building a superior educational program and in developing programs of instruction, research and outreach services. Each company assigns one of its officers to serve as its representative at conferences held at the Institute in October and April. At the conferences, they meet together with Institute personnel to examine programs in operation, to establish priorities for directions and goals and to identify specific ways in which the Institute can address the company's special needs and interests.

The Tuskegee cluster has two co-chairmen, one from industry and one representing the Institute. An 18-member executive committee is made up of corporate representatives, Tuskegee students, staff and administrators, each having equal voice in policy determinations. The executive committee appoints chairmen to four standing committees: development planning, equipment, human resources planning and membership. Committees may adopt projects and set up task forces to implement them. Cluster members volunteer for task-force service and may serve on more than one concurrently.

In addition to counseling on better administrative practices at Tuskegee, cluster members are involved in such projects as cooperative relationships between industry and local Tuskegee alumni clubs, a visiting executives program, visiting lecturers and visiting professors. They also arrange faculty and student visits to industry, recruitment of new graduates by industry and an annual management conference. They provide cooperative educational opportunities, summer employment of students and faculty, cooperative planning of special projects and curricula innovations, career counseling and placement, technical assistance to Institute departments and student scholarships.

4. Other Programs for Improved Administration

When *Morgan Guaranty Trust Company of New York* determined that it wanted to strengthen the professional training of minority students seeking a business career, it decided to go into "partnership" with the predominantly black institution that had the oldest (1946) M.B.A. program at such an institution, Atlanta University. The principal areas of concentration at the outset of the partnership in 1972 were administration planning and budgeting for the school, the establishment of a student loan program, provision of guest lecturers from among the bank's senior personnel, assistance in fund raising and the development of employment opportunities for the students.

Staff from the bank's Management Information and Profit Analysis Division visited the business school to assist in budgeting and long-range planning, staying on the campus for a week or two at a time. Help was also provided in the development of recruiting techniques—and success here is shown by the school's enrollment increase from about 175 in 1972 to 254 in the spring of 1976, with a dramatic increase in diversity of geographical and educational backgrounds of the students. Bank personnel also provided technical assistance to the administration as needed and drew on their business experience to assist in other administrative areas.

An additional facet of the cooperation was a summer internship program at the bank for both students and faculty from the business school.

The program was backed up with a three-year $300,000 grant for endowment, recruiting, scholarships and fellowships, and for other special programs. The grant was not intended to offset the

"Our continuing relationship with the Atlanta University School of Business Administration has been an exciting and rewarding experience for all those involved. We feel such programs to be an essential element in American business organizations' help to education, and in this particular case, to the education of minorities."

Morgan Guaranty Trust Company, Community Relations and Public Affairs

ordinary continuing budget expenses of the school, but to provide for its continued growth and improvement. Even though the financial commitment has now been fulfilled, Morgan Guaranty plans to continue its technical assistance and guest lectureships as they may be needed. It is hoped that local business organizations will be encouraged to provide broader financial support for the school's efforts to improve the quality of its training.

At *Saint Louis University*, a new position—assistant to the president for community relations—is filled by Richard E. Fister, former president of Tower Grove Bank & Trust Co. As a staff member in the university president's office, he serves as a liaison between the academic and business community. He explores new avenues of service that the university might supply, evaluates the quality of personnel provided various companies and brings his business experience to bear on other university problems. In his first year, he helped organize a new course on the basics of the free market, with assistance from businessmen at eight different firms in the area. He now seeks to improve job-training possibilities for students.

Young Presidents' Organization Management Advisory Service

The Young Presidents' Organization (YPO) is an international educational association of men and women who became presidents of organizations before reaching the age of 40. The YPO volunteered its services for an innovative and experimental management policy analysis at the College of Wooster in Ohio in 1975. The program was made possible by a grant from the Lilly Endowment to the Association of Governing Boards and was cosponsored by the Association of American Colleges and the National Association of College and University Business Officers (NACUBO).

The purposes of the project were threefold: 1) to determine to what extent experienced business professionals can be helpful to the president of a representative liberal arts college, 2) to bring to bear the expertise of business in analyzing management policies of the college, concentrating, where appropriate, on the role of the board and 3) to devise guidelines or models which can be profitably applied on other campuses.

A number of problems were anticipated: that the college chosen might not be receptive, that the president might feel threatened and not cooperate fully, that the team members would not be able to interact easily with officials of the college, that it would be difficult to match campus needs with the skills of team members. All apprehensions proved groundless, and a congenially symbiotic relationship developed.

Team members—four presidents from the corporate world and two college presidents—focused on issues such as long-range planning, administrative organization and the organization and operation of the admissions program. In the words of one Wooster administrator, "The college was encouraged to ask and try to answer questions which might not have been raised in the normal course of events. The expertise of team members was extremely useful."

The success of the project has led to creation of a management advisory service now available through the Young Presidents' Organization in New York City. Upon request from a college, the YPO staff will put institutions in touch with local YPO chapters which will collaborate in selecting a team and arranging a suitable schedule. In selecting a team, the YPO and the college will look for the following to insure its effectiveness: 1) that the particular talents of the business representatives be applicable to the institution's needs, 2) that YPO participants and college administrators and trustees be able to communicate successfully and 3) that the YPO presidents selected be sensitive to the distinctive role of the institution being counseled.

The young presidents serve without honorarium; the colleges and universities defray their expenses.

Chamber of Commerce/American Council on Education Program

The United States Chamber of Commerce and the American Council on Education are cooperating in a pilot program for short-term exchanges of professional personnel between colleges/universities and business corporations which is tentatively planned for 1978-79. The U.S. Chamber will select

20 business executives for one- or two-year assignments in higher education. ACE will seek to place these executives with ACE's college and university membership. It is anticipated that most of the executives will work in business and finance, development, student services, personnel or other administrative areas. Executives may also be invited to participate as guest lecturers, to become involved in campus activities and to consult with offices and programs where their business experience will be useful.

Xerox Corporation's Social Service Leave Program

At Xerox Corporation, employees may volunteer under its Social Service Leave Program to spend from three to twelve months on self-chosen projects for colleges and universities, youth agencies, community centers and other not-for-profit organizations. Leave takers are chosen by an employee committee. Its selections are based on an application setting forth details of the project to be undertaken and enclosing a letter of acceptance from the sponsoring organization. The employees, to be eligible for leave, must have completed three years of employment with Xerox and be in good standing. While on leave, they receive full pay, retain company benefits and earn vacation time. Upon completion of leave, Xerox guarantees return to the same job or one having similar pay, responsibility and opportunity for growth.

"Xerox has always had a basic philosophy that we should be involved as a corporation in the problems of society. We've encouraged our people to be involved. Social Service Leave is a logical extension of our commitment. We are determined to put something back into society."

C. Peter McColough, Chairman, Xerox Corporation

Some Xerox employees have taken leaves to work at a college or university. The manager of strategic planning from the Xerox office in Webster, N.Y., acted as assistant to the president of Eisenhower College for nine months, from April through December 1976. He helped develop a long-range plan and assisted in improving efficiency and management. A manufacturing systems specialist from Rochester developed a continuing education program for deaf adults at Gallaudet College in Washington, D.C., the world's only liberal arts college specifically for the deaf.

The Portland, Oregon, Xerox branch manager established national management development programs for minority groups and women at Portland State University. An associate editor of Xerox Education Publications designed a nationwide model program for women career counseling centers, a joint project with the Hartford College Counseling Center for Women and Advocates for Women (San Francisco). A microsystems sales executive from Xerox's Arlington, Virginia, office established a vehicle for information interchange among the nation's handicapped population at the University of Maryland.

5. Programs for Specific Needs

The experience and technical skills of the business executive can be adapted to running a college or university more efficiently in a number of areas—starting with such a basic question as where to find a business consultant and proceeding up to the complexities of dealing with union demands or with federal regulations. Administrators of educational institutions are turning more often to business for answers to specific problems and to take advantage of modern management procedures developed by the corporate world.

For example, when *Alverno College*, a women's college in Milwaukee, looked into the possibility of rating students by assessing their levels of competence, it discovered that the Bell System had pioneered a similar system of employee evaluation. So the college "borrowed" an advisor from *Wisconsin Telephone Company* to assist it in organizing an assessment center.

Under the "competence-based learning" system, entering students are assessed immediately to determine how much they have achieved before entering college. Then a program of study is designed for each student so that she can achieve the necessary levels in each of eight areas of competence required for a bachelor of arts degree: communications, analysis, problem solving, valuing in decision-making, social interaction, the relationship of the individual to the environment, the contemporary world and the arts and humanities.

When nontechnical competences are assessed, such as social interaction, the assessment team often includes a Milwaukee-area business professional, an Alverno alumna, an advanced student and a faculty member. If the student demon-

strates the required level of competence, she receives a credential. If not, she goes back to participate in more learning experiences, to concentrate on her weaknesses, and then returns when she is ready to demonstrate the needed ability.

Having business people on the assessment team helps give students a feel for the business world. Interestingly enough, they are often able to discuss their problems more freely with people from business than with the faculty. The business representatives, some of whom give up to 25 hours a semester to this work, benefit too.

Since the system was implemented in 1973, Alverno has filled over 2,200 requests for printed materials, and faculty have made presentations to more than 1,400 educators and business leaders. A 1976 grant from the Kellogg Foundation of $426,000 to the college will be used over a three-year period to train personnel and disseminate materials explaining the process to other schools.

Union Carbide Corporation and *Western Connecticut State College* are developing a number of cooperative programs directed at achieving common goals and solving mutual problems. One program focuses on sharing experiences and solutions to problems in the broad area of employee relations, where Union Carbide, with more than 100,000 people on its payroll worldwide, has broad experience. As the need arises, college administrators are able to draw on the experience of corporate staff skilled in the areas of personnel administration, union-management relations and organizational development. The extensive corporate expertise is adapted to campus needs.

Other aspects of the joint Union Carbide-WESCON relationship are a series of leadership forums on critical national and local issues, career development and counseling for students of all ages and academic development through personnel exchange programs. They are also trying to improve the quality of life through a major project in the arts that recognizes the indigenous heritage of the area.

As part of its college relations program, *Dow Chemical* has made personnel available to colleges and universities where it has special relationships. One example is the assignment of a Dow placement manager from personnel to the University of Wisconsin at La Crosse, where he substituted for the university's placement director, who was on sabbatical.

Western Electric Company appoints approximately 300 employees as "Local University Representatives" (LURs). In this assignment, they serve as the primary contact for the same number of colleges and universities near their work places and coordinate all activities except recruiting between the company and the institutions. The program has as its objectives improving the level of understanding between the corporation and the institution, improving the educational process through assistance from the company where appropriate and enhancing the image of both Western Electric and the Bell System through cooperative efforts of various kinds.

Chapter VII.

Business and Academia Work Together to Solve National and Local Problems

Great pressure is being exerted today on the corporation to help toward the solution of many problems faced in the local, regional, national and world communities. Not all agree that corporations have such a social responsibility. The topic is often hotly debated, but many leading corporations feel strongly that their obligation to society involves more than making a profit. At the same time, pressure is being exerted on the colleges and universities to lend their trained minds and knowledge to aid in such solutions.

The initiative for action may come from the academic world or from the world of business. But more and more frequently, the corporation and the campus, often with government participation as well, work together to solve society's problems.

1. Cooperative Ventures

Center for Metropolitan Planning and Research at Johns Hopkins University

Like many urban centers, Baltimore is seeking answers to diverse problems. Their solutions may come in part through the Center for Metropolitan Planning and Research (Metro Center), which was established by the Johns Hopkins University to focus the university's resources on the problems of urban society. The Metro Center has four primary objectives:

1) To conduct and disseminate policy-oriented research on metropolitanwide and local problems to appropriate public and private agencies and institutions;

2) To utilize the various resources of the university in bringing together leaders from both the public and private sectors to promote solutions to substantive issues;

3) To act as an objective and informed critic of current local policies and programs;

4) To disseminate information on current academic research likely to be of interest to the local community.

In establishing priorities among critical local problems, the Metro Center turns to a Policy Committee—a group of about 50 Baltimore-based business executives, educators, and community leaders appointed by Steven Muller, the university's president.

The Policy Committee has five subcommittees, each staffed by Metro Center researchers. These are concerned with minority economic development, cultural resources, religion and the metropolis, housing and health policy. The subcommittees undertake selected research projects and sponsor seminars and workshops in their areas of concern. The seminars are led by nationally known specialists and attended by local corporate leaders as well as the staff and leaders of appropriate public and private agencies. By bringing together the agencies and individuals whose decisions affect solutions to specific urban problems, the Policy Committee can broker new public and private local initiatives and otherwise favorably affect agency programs and operational goals.

The Task Force on Financial Institutions and the Minority Community (developed through the Minority Economic Development Subcommittee) is exploring concrete ways in which commercial banks can provide more capital and expanded

lending to Baltimore's minority community. The task force includes 12 business persons, 4 of whom are affiliated with the local banking industry.

The Metro Center also brings together corporate, community and academic leaders for a series of policy seminars. Recent topics have included the state of current economic development efforts in Baltimore City and the region and the development of a regional transportation policy. The center also has a program for state legislators involving considerable dialogue between the lawmakers and business and commercial leaders on the impact of pending legislation on the business environment.

State University of New York (SUNY)

The 1976 Master Plan of the State University of New York established a major policy commitment to emphasize public service, including collaboration with the business and industrial community through the coming four years of the cyclical plan. As a result, in September 1976 the Center for Public Service, headed by an associate chancellor, was formed. It has two major roles: 1) to inventory major problems in the public and private sectors, at the state and local levels, and 2) to provide communications service, or "brokerage," whereby resources or expertise within the university system can be matched up with the problems.

In view of the adverse conditions in the economy of New York State, a large part of SUNY's effort will be directed to the economic development and redevelopment of the state, in partnership with industrial and commercial leadership. Although the program is not yet fully under way, consultation with business leaders is going forward on ways to help stabilize and strengthen the state's economy.

Many colleges within the state university system also work cooperatively with business. For example, the State University of New York College of Environmental Science and Forestry worked closely with Allied Chemical to solve a specific environmental problem. Together they developed reclamation plans and incorporated reclamation processes with the ongoing mining operations at Allied's Jamesville quarry in New York state. Early steps included beautification of quarry entrances and the planting of trees to screen the mining operations from public view. Large-scale revegetation of mined-out quarry floors is a primary project. Through direct participation faculty and students gain insight into the operations of a mining company and the environmental considerations integral to its business.

National Advisory Council on Minorities in Engineering

A major challenge facing America today is how to assist minority populations in this country to play a more responsible role in professional life. The challenge is being taken up by educators, corporate leaders and government from many different starting points, working with different age levels, aiming for different goals. The National Advisory Council on Minorities in Engineering (NACME) is a cooperative effort of the colleges, corporations, professional societies and others, sponsored by the National Academy of Engineering. It seeks to increase the number of minority engineers tenfold by the mid-1980s through a variety of precollege and college programs.

"No man, no company, no country is an island entire unto itself where equal opportunity is concerned. We are in this together because the demand for equality is universal. We must keep open the doors of opportunity and help people qualify for advancement just as far as their talents will take them. In the long view, our success in this venture may have more to do with the future peace and prosperity of the world than anything else we could do."

Fred J. Borch, Chairman, General Electric Company, at a conference of 44 deans of engineering called by G.E. in July 1972

NACME includes top executives from more than 30 of America's leading corporations, a number of well-known educators and minority leaders and several advisors from government agencies. In addition to participating in advisory council meetings, the companies have provided generous financial support for NACME's activities and more than $1 million in new scholarship money through the National Fund for Minority Engineering Students. (NFMES was established as a separate, tax-exempt organization to raise and distribute scholarship funds.)

As a part of the effort, many of the companies made cooperative work/study or internship arrangements for minority students. They also assist minority institutions in course development, provide technical equipment, lend executives as faculty and so on.

Following NACME's establishment in 1973, Reginald H. Jones, chairman of the board and chief executive officer of General Electric Company, served as its first chairman. E. R. Kane, president of E. I. du Pont de Nemours and Company, has been chairman of NACME since 1976.

Exxon Corporation-Hunter College Project

"Institutions in Crisis" is the name of a joint project of the Exxon Corporation and Hunter College of the City University of New York. It brings Exxon executives and Hunter administrators and faculty together to explore problems common to their respective institutions.

During the first stage of the project, from August to December 1976, a planning group made up of high-level Exxon executives and the provost and senior faculty of Hunter met frequently to present a series of cases of recent crisis decisions of each institution. The Exxon cases included corporate investments, relations with OPEC and the 1973 oil embargo. Hunter participants analyzed open admissions and the impact of retrenchment on the college. The participants concluded that while both Exxon and Hunter are essentially non-political institutions, they share the problem of how to respond to severe external political demands in a creative and productive fashion.

As a result of these discussions, a "working group" was established, made up of three Hunter faculty members (on half-time released), a senior Exxon executive and a full-time project director from Hunter. Its task is to illuminate the considerations pertinent to formation of U.S. public policy on energy conservation and the processes by which an energy company (Exxon) evolves its own viewpoint and input to public policy formation. Its goals are to enhance awareness of the complexity of major public policy issues and to communicate to college faculty how business makes decisions in such areas. It hopes that ultimately the decision-making process will be improved by making possible knowledgeable outside evaluation of it. The meetings and released time for the faculty members are supported by a grant from the corporation.

The project is seen not primarily as an end in itself but as a source of experience relevant to the more general goals of developing perspectives in regard to the common problems faced by business and the universities. Its aim is to strengthen the process of decision-making in these institutions toward an ultimate goal of more positive public interaction.

"Boston has had a very difficult time with integration of its public school system over the last several years. As part of an attempt to smooth the process, colleges and business firms have been deeply involved in trying to improve the quality of education in the secondary schools. There are many aspects of this program, but the most striking is the partnerships that have been formed between each high school and one prominent business firm and one college or university."

J. Edwin Matz, President and Chief Operations Officer, John Hancock Mutual Life Insurance Company

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2. Seminars and Workshops

The Washington Seminars of The Catholic University of America

Some say that Washington, D.C., can become the model for urban success through cooperation among the economic, social and racial interests that make up the American society. If so, the Washington Seminars of The Catholic University of America are playing a role in this difficult but rewarding effort.

The program began in 1973-74 under the chairmanship of Clarence C. Walton, the university's president. It aimed to provide Washington's leadership with a useful education program on metropolitan problems that was not duplicative of anything at other institutions. During its first year, representatives of Washington's white and black business groups were brought together with faculty members of Catholic University and other educational institutions to discuss corporate problems. They discovered that many of the same concerns were shared by business and academia, that each could help the other and that such meetings were most valuable. They decided the seminars should be continued, enriched and moderately enlarged.

In 1975-76 the focus of the seminars shifted from corporate problems to the problems of the District of Columbia under home rule, as federal control was replaced with an elected mayor and City Council in January 1975. Political leaders were drawn into the seminar group; business leaders continued their involvement, as did members of university faculties in law, social service, eco-

> **"All I ever knew about (name of newly elected council member) is what I saw on TV—a lot of shouting, a lot of racial rhetoric. Now that I know him personally, I can see the other side of him, the side that's willing to talk and to listen, to reason and to compromise. I like him."**
>
> ***A Washington Bank Executive at a Catholic University Seminar***

nomics, business, education and politics. A Metropolitan Life educational grant of $10,000 helped toward the program budget of $20,000.

The agenda consisted of the "tough" issues confronting the District of Columbia. No topic, however emotionally charged (racism, sexism, the need for human social services versus the costs), was intentionally excluded from the discussions, even though some of the most controversial political figures participated. As the year progressed, leaders began to talk more reasonably, and stereotypes faded. "The people I meet at the seminars," commented a City Council member, "I usually see them in adversary situations, but the seminars allow us to rise above day-to-day disagreements and to consider larger questions."

Among the seminars' accomplishments were an active role in the completion of employer-landlord guidelines on the administration and requirements of the D.C. Human Rights Law, the formation of a cooperative for effective marketing for a group of minority-owned building-maintenance firms, the establishment of an Office of Economic Development within the District government and plans for creating a new urban research center at the university if funds can be found.

To sum up, the Washington Seminars provide a neutral forum for discussion of serious and immediate problems. They allow the business, political, religious and educational leaders of Washington to discover one another, to begin to understand and respect one another, to begin to trust one another. Most importantly, they have made it possible for the various leaderships to look at problems together. The program has been a catalyst for action, for better understanding, for concrete problem solutions. Common denominators have been discovered for what had previously appeared to be widely varied problems.

The Louis D. Beaumont Foundation of Cleveland has made a grant of $20,820 to assure the continuance of this program through 1978.

Business-Academia Colloquia in Pittsburgh

A recent development in the Pittsburgh area is a number of discussion groups, suggested by B. Otto Wheeley, senior vice president of Koppers Company, Inc., and members of the local academic community in 1975. The discussion groups, known as "Business-Academia Colloquia," usually consist of six to eight members—business executives and educators from colleges and universities in the Pittsburgh area. They meet together informally on a quarterly basis for a two- or three-hour unstructured discussion of whatever topics may be of current interest. The discussions range from societal problems in general to very specific talks about the preparation of college students for entering the business environment.

Metropolitan Leadership Forum in New Orleans

In New Orleans, there is a Metropolitan Leadership Forum cosponsored by Tulane University and the Metropolitan Area Committee. This is a coalition of principal figures in the social, business, financial and political communities of the city. They hold six meetings a year, bringing together present community leaders, as speakers and panelists, with future community leaders (selected by the Chamber of Commerce and the Metropolitan Area Committee). Funding is provided by private donations.

The program is primarily designed to acquaint the future leadership of the community with the present leadership and with the problems that the leadership daily faces. The principal benefit derived from these meetings is not so much in the discussion of the problem topics but in the personal give and take between business leaders, educators and governmental representatives. They get to know each other on a more personal basis, and as a result, they should be able to cooperate better in the future on community affairs.

Topics covered in recent sessions were federal and state impact on cities—New Orleans in particular; the news media and public issues; community health, the aged and welfare; politics, money and elections; the Superdome and its impact on the metropolitan New Orleans area; and crime and the criminal justice system.

Seminars on Specific Problems

A seminar or workshop that brings together experts in a single area of concern can also be valuable in working toward the solution of the nation's problems. Examples of such initiatives are many.

In October 1976, *Saint Louis University* sponsored a Community-University Workshop which was attended by more than 100 business and civic leaders, faculty and students. The topic was "The Bottom Line for Health: Whose Responsibility?" Subtopics included employee health benefits, national health insurance, quality of health care, and containment of health care costs. In addition to the direct benefit of exchange of information regarding this topic of broad interest, such workshops produce new and better understandings between the academic and business worlds.

A two-day industrial environmental and health seminar, jointly sponsored by *Allied Chemical* and the engineering department at the *University of South Carolina*, brought together people from industry, state and local officials and various other citizens. Featured speakers during the two-day program were federal and state environmental authorities, distinguished faculty members from the University of South Carolina and experts from other research institutions. The seminar was funded under a 1975 grant from the Allied Chemical Foundation.

3. Research

Both corporations and universities are involved in research programs to find solutions to national, urban and local problems. Large universities—both public and private—are research centers as well as educational institutions. University research projects involve every segment of human needs. Support of these projects comes from corporations, foundations and government. Here are a few examples.

A Center for Food Studies at *Columbia University*'s Graduate School of Business is funded by *General Foods Corporation*. At the center, experts from government, industry and the academic community are exploring a number of food-related subjects including current world food problems. It is the hope of the school's dean that the center will ultimately benefit all of the food industry and the future of mankind.

The "Business and Society Programs" of the *General Electric Foundation* provide increased attention, needed objective research and thoughtful consideration to help place in proper perspective the increasing challenges to our free-enterprise system. Grants made to colleges and universities under the program encourage research, publication and teaching on underlying issues involved in business-government-society relationships.

Two-week conferences on "Selected Issues in Business-Society Relationships" are funded by General Electric Foundation each summer—one held on the West Coast at UCLA's Graduate School of Management and one on the East Coast at the Catholic University of America. These conferences provide an opportunity for an interface between business leaders, academicians and government officials. Issues involved cover the fundamental concern for the continuing viability of our free society and its basic institutions; the role of government vis-à-vis business; corporate social responsibility; social indicators; multinational competition; and regulation and governance of business. A basic objective of the seminars is to achieve better understanding of the issues involved and to foster a dialogue that will allow each group a better picture of the perspective and concerns of the other.

> **"As you know, we consider this conference to be a very significant effort on a subject of very central interest to this school. It provides us an opportunity to further our research and understanding in the field and to contribute to the quality of understanding, teaching and research in business and management schools around the country. Also, through the participation of individuals from academia, business and government who present papers, further understanding as well as an unusual forum for interaction are provided."**
>
> ***Harold M. Williams, Dean, Graduate School of Management, UCLA, commenting on the G.E. program***

A $23 million basic cancer research project at *Harvard University* is being financed by *Monsanto Company*. The project is headed by Dr. M. Judah Folkman, whose research team had earlier isolated

a chemical ("tumor angiogenesis factor," or TAF) produced by cancer tumors that seemed to induce the growth of new blood vessels. Two businessmen are members of an advisory committee of "outsiders" that overlooks the project. They are Frank Stanton, former president of CBS, Inc., and currently chairman of the American National Red Cross, and William D. Ruckelshaus Jr., senior vice president of Weyerhaeuser Company and former administrator of the Environmental Protection Agency. Other members of the committee are Nobel Prize-winning chemist Paul J. Flory of Stanford University, biochemist Alton Meister of Cornell University Medical College and hematologist Maxwell M. Wintrobe of the University of Utah. The function of the committee is to "insure that university researchers are free to publish findings, and that commercialization by Monsanto of products derived from the research is done in a manner consistent with the public interest."

Monsanto is also doing research on TAF at its corporate research center in Saint Louis.

At the *University of Michigan*, the Highway Safety Research Institute is a cooperative effort between industry and the university to find ways of making cars, roads and drivers safer. The institute investigates social, educational, legal, psychological and medical factors that can reduce deaths on the nation's highways.

Examples of other projects for business and industry at the University of Michigan are: a program for minority engineering students at the Dearborn campus, study of work intensity and risk factors (physical education project) at the School of Education, radiation services through the Michigan Memorial Phoenix Project, training in alcohol research by the School of Social Work, family adjustment for the unemployed by the Institute of Labor and Industrial Relations and accident data analysis at the Institute of Science and Technology.

While corporations commonly give to areas of particular relevance to their operations, they also contribute to broader issues. *General Motors Corporation*, which contributed $2.4 million toward the establishment of the Highway Safety Research Institute, has contributed to many other areas of problem solving as well—pollution, medicine, urban renewal and increasing the number of women and minorities in engineering.

An Afterword for Business: "The Welcome Mat Is Out"

"The welcome mat is out! The academic world wants to see more of business."

This is what Louis Harris, president of Louis Harris and Associates, the nationally known research organization, told the CFAE directors in June 1977 just as *Interface* went to press. He was reporting on a survey his organization had just completed for CFAE on "The Relevance and Effectiveness of Corporate Aid to Education."

One section of the survey uncovered a high degree of interest in just the kind of interface between the academic world and the business world that has been described in this book. The findings are most important because they indicate that programs like these are not the exception, they are what academia would like to see become the rule.

Here is what Mr. Harris had to say about how college presidents, deans, faculty, trustees and development officers from 150 representative public and private colleges and universities feel about relations between their institutions and business.

Mr. Harris found "a vastly improved climate for business" on the campus. It's important to recognize this improvement and the opportunities it affords. Businessmen should realize that the tumult and turmoil of the sixties have passed and a new era has opened.

"There is a feeling that business has hidden its light under a bushel," Mr. Harris said. "I get a sense of business having been gun-shy for so long that it has not merchandised what it is doing. It ought to communicate far more with both students and faculty—in fact, with the whole academic community.

"A majority of academic people feel there is good understanding between the corporate and the academic worlds. But 76% of the faculty indicated that their contact with the corporate world was 'occasional or rare,' and by a vote of almost four to one they favor *more*, not less, contact. In fact, no one in the survey favored less contact with the business world. This means that the welcome mat is out. They want to see more of business." Mr. Harris's comment dramatizes the need to expand and extend corporate interaction with the country's 3,075 colleges, universities and branch campuses.

"I have left to the last what to me is the most striking opportunity for business," Mr. Harris continued. "This comes, oddly enough, not so much in the area of financial aid as it does in just plain physical, mental and intellectual interface and communication with the academic world. They are ripe, ready and open for this."

Mr. Harris went on to detail the kinds of interaction to which the academic world had responded positively. In all cases, the programs were similar to those described in the preceding pages: corporate help with administration, with teaching and counseling both students and faculty, individually and through workshops and seminars. There was also interest expressed in developing more opportunities for faculty and administrators to work directly in and for business and for more business internships for students.

In the opening chapter of this book, Courtney C. Brown said he hoped the initiatives described here would encourage more businessmen to go and do likewise. Mr. Harris was even more positive. Here's how he concluded his remarks:

"Basically, this survey reveals a major opportunity for corporations to interface with academia. This must be most surprising to those businessmen who were on the campus in the late sixties. All I can say to you is, seize the opportunity while it is there. It may not stay there forever."

Appendix

Organizations with Programs

AIESEC-United States
(Association Internationale des Etudiants en Sciences Economiques et Commerciales)
622 Third Avenue
New York, N.Y. 10017

American Association of Advertising Agencies
Pan Am Building
200 Park Avenue
New York, N.Y. 10017

American Council on Education
Office of Leadership Development
Corporate Fellows Program
One Dupont Circle
Washington, D.C. 20036

American Council of Life Insurance
277 Park Avenue
New York, N.Y. 10017

Better Business Bureau of Metropolitan New York
110 Fifth Avenue
New York, N.Y. 10011

Center for Communication Between the Business and Academic Worlds
Marymount College
Tarrytown, N.Y. 10591

Cooperative Education Research Center
Northeastern University
360 Huntington Avenue
Boston, Mass. 02115

Council on Corporate/College Communications
One Dupont Circle
Washington, D.C. 20036

Foundation for Student Communication, Inc.
Business Today
Green Hall Annex
Princeton, N.J. 08540

Institute for Off-campus Experience/Cooperative Education
The College Venture Program
Northeastern University
Boston, Mass. 02115

National Advisory Council on Minorities in Engineering
c/o The National Research Council
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20418

National Association of Manufacturers
1776 F Street, N.W.
Washington, D.C. 20006

National Urban League, Inc.
500 East 62nd Street
New York, N.Y. 10021

Woodrow Wilson National Fellowship Foundation
32 Nassau Street
Princeton, N.J. 08540

Yale Business Forum
1975 Yale Station
New Haven, Conn. 06520

Young Presidents' Organization
201 East 42nd Street
New York, N.Y. 10017

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